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CAUT ACPPU BULLETIN

Vol 59 No 10 // December 2012 décembre // Canada's Voice for Academics // La voix des universitaires du Canada



Commentary
 If I did laugh I'd cry
 page A2



Le mot du président
 Quand le gouvernement
 courtise les étudiants
 internationaux
 page A3

**Canadians ok with higher
 taxes to fund education: poll**
 page A5

**L'ACPPU accueille les
 postdoctorants de
 Carleton dans ses rangs**
 page A6

**Tories force through
 legislation to punish
 labour organizations**
 page A7

**Les Canadiens disent oui
 à des hausses d'impôts
 pour financer l'éducation**
 page A10

Careers/Carières
 page B1

ACPPUBulletin.ca
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Canadian Association of University Teachers
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 professeurs d'université

DOMINION LENDING CENTRES
 METRO CITY MORTGAGES
 Discount Rates Page A9

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McGill, Wilfrid Laurier & Waterloo Actions End Threat of Censure

As a result of positive responses from university administrations, CAUT council voted unanimously last month to discontinue consideration of censure of McGill University, the University of Waterloo and Wilfrid Laurier University.

"We are pleased all three university administrations responded so positively to our concerns and resolved the issues that originally led council to move ahead with censure proceedings," said CAUT executive director James Turk.

Concerns first raised more than five years ago at McGill University Library were the subject of a CAUT committee of inquiry and considerable work by the librarians section of the McGill Association of University Teachers, which identified 28 issues that needed to be resolved.

"Over the past six months, there has been substantial and continuing progress to resolve these issues," Sharon Rankin, chair of MAUT's librarians section, advised council delegates Nov. 24. "Of the 28 issues identified, 23 are considered resolved, efforts are underway to resolve four, and one is flagged as a future concern requiring no action at present."

Censure proceedings started last April against the administrations of Wilfrid Laurier and Waterloo over governance of the Balsillie School of International Affairs (BSIA) — an initiative made possible in part by a large donation from former Research in Motion CEO Jim Balsillie. The root of CAUT's issues concerned the donor agreement and BSIA



A view of the Birks Reading Room at McGill University. CAUT withdrew a resolution Nov. 24 calling for censure of the McGill administration over concerns raised by the university's academic librarians.

See MCGILL Page A6 →

McGill, Wilfrid-Laurier & Waterloo prennent des mesures correctives et évitent le blâme

SATISFAIT des réponses positives reçues des administrations des universités concernées, le Conseil de l'ACPPU a décidé le mois dernier, par un vote unanime, de lever la menace de sanctions de blâme à l'endroit des universités McGill, de Waterloo et Wilfrid Laurier.

« Nous sommes heureux que les administrations des trois universités aient répondu de manière aussi positive à nos préoccupations et aient réglé les questions qui à l'origine avaient amené le Conseil à entreprendre des procédures de blâme », a déclaré le directeur général de l'ACPPU, James Turk.

Des préoccupations qui avaient été soulevées au départ il y a plus de cinq ans à la Bibliothèque de l'Université McGill ont été exa-

minées par un comité d'enquête de l'ACPPU et ont nécessité un travail considérable de la part de la Section des bibliothécaires de l'Association des professeur(e)s et bibliothécaires de McGill (APBM), qui avait cerné 28 questions à résoudre.

« Au cours des six derniers mois, des progrès importants et soutenus ont été accomplis dans la résolution de ces questions », a indiqué la présidente de la Section des bibliothécaires

de l'APBM, Sharon Rankin. « Vingt-trois des questions en cause sont bel et bien réglées, quatre sont en voie de l'être, et la dernière, considérée comme une source de préoccupation pour l'avenir, ne nécessite aucune intervention dans l'immédiat. »

Des procédures de blâme avaient été entreprises en avril dernier à l'endroit des adminis-

Voir MCGILL à la page A10 →

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Letters to the Editor

Letters for publication are welcome. Letters should address a specific article, comment, or letter that recently appeared in the paper or be tied to recent events. Letters are limited to 300 words and may be edited for length and clarity. Include your name, address and phone number. Anonymous letters will not be accepted. Submissions that are considered potentially libellous will not be published. We read every letter we receive and every letter gets equal consideration. Publication is at the sole discretion of CAUT. If your letter is accepted for publication, you will be contacted.

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COMMENT OPINIONS

COMMENTARY

If I Did Laugh I'd Cry

An essay on happiness, productivity & the death of humanities education.

By RON SRIGLEY

I AM not happy these days. I teach in the humanities at a Canadian university. And — unlike my more Protestant-minded, less eudemonistical colleagues — I think persistent, intractable unhappiness is a clear sign that something is wrong. The following remarks are therefore a hybrid of personal therapy and scholarly analysis. My suspicion is that the state of post-secondary humanities education is the source of my unhappiness. Curing myself, or less ambitiously, simply understanding the cause of my malaise, will require a little self-reflection and a little rummaging around in the potpourri of modern higher education.

Twenty years ago I enjoyed my job and looked forward to teaching classes. I do not mean to suggest that all was well in those days; it wasn't — not by a long shot. As early as 1969, George Grant argued that a fundamental shift in the university — away from study of the liberal arts and sciences toward the creation of research institutions animated by the spirit of technology and aimed at mastery of human and non-human nature — had been underway for decades and was already nearing completion! If Grant was right, then the pleasant experiences I remember as a young scholar were merely the residual influence of a tradition that had, in fact, capitulated decades earlier and in whose glory I was basking naively, like an amateur astronomer delighting in the light of a star that has been dark for centuries.

By turns sobering and discouraging, this awareness makes me wonder what in the world I am doing. I am trying to make an argument my betters made over forty years ago without having any appreciable influence on their institutions; and I am making it in a context so far removed from theirs that the voice of that small residue of tradition is growing fainter by the day and can no longer be appealed to without soliciting looks of incredulity. So thin is the living, experiential core of that traditional world that even shame can no longer be counted on as a means of getting people to pause and reflect before jumping into the humanities curriculum with both entrepreneurial feet.

It won't do therefore merely to defend the university as it was in my day. That might satisfy my nostalgia and make me happier for a time, but it won't address the problem at its source. If we are going to learn once again what a genuine and robust education in the humanities is about, we're going to have to question our nostalgia and memory as vigorously as our immediate circumstances. And in order to do that we will need to explore that strange thing



“The productive ethos works well enough so long as you are producing widgets to sell to widget lovers. But it proves disastrous when applied to humanities education.”

on which humanities education ultimately rests — our humanity.

Of course, that sounds like the simplest thing in the world. We're all human. But it turns out our humanity is a moving target and much more slippery and open to abuse than we might imagine. Indeed there are days when I feel so far removed from my humanity that I wonder whether our condition is so different from that of Winston Smith in Orwell's *Nineteen Eighty-Four*. I don't mean that we live under a totalitarian regime that actively prohibits us from thinking beyond its dehumanizing agenda — though there are days. I am thinking rather of the difficulty Winston has discovering a true measure by which to judge the unreality of his condition, an unreality he senses but has no words to describe. When an old clipping from the *Times* “inadvertently” crosses his desk and “proves” the earlier confessions of three Party members were pure fabrications, Winston is first shocked and then elated; he thinks the clipping so powerful that it alone could “blow the Party to atoms” — much

like today's journalistic exposés. However, what Winston fails to realize is that the clipping itself is just another Party lie. In the end Winston recognizes his dilemma and describes it with stunning clarity in the following formula: “I understand HOW: I do not understand WHY.”²

It is the “why” question that promises real freedom — for Winston and for us. Why am I unhappy? Why is it that everything that seems meaningful to me is disregarded as irrelevant? Such questions are the natural expression of our disaffection with our world. What is more human than that experience, even in this strange age of compulsory happiness? Doubting, questioning, and wondering — if we would only follow these promptings, our humanity itself would lead us back to the humanities proper and teach us what we lose through their neglect.

Asking hard, unpopular questions is never easy. But it is particularly difficult if you are alone or if doing so exposes or calls into question the interests of an institution that has little financial or ideological reason to encourage public audit and discussion. I would argue that universities have become such institutions.

To begin, they are everywhere tied to business interests, whether small or large, and in many instances are actually in business with private companies, frequently with faculty members having roles on both sides of the commercial arrangement. This is new. To indicate how new it is, I remember in my stu-

PRESIDENT'S COLUMN

When Government Pursues International Students



By WAYNE PETERS

THE Association of Universities and Colleges of Canada recently reported that international student enrolment at Canadian universities was up 12 per cent this past fall over last year, adding that "In the globally competitive international education sector, [Canada] is an enviable place to be." By comparison, increases for the same period in the enrolments of Canadian students at our institutions were 3.4 per cent in graduate programs and two per cent in undergraduate programs.

The OECD's 2012 annual review "Education at a Glance" found that about four million students studied outside their home countries in 2010. This number has doubled since 2000 at an average annual rate of about seven per cent. Some estimates put this number at about seven million by 2025.

The Canadian Bureau for International Education — a group to which most Canadian universities and colleges belong — reports that, in 2011, Canada was the world's sixth most popular destination

“

Sadly, in all of this, the notion that post-secondary education is a human right & a public good seems to fall by the wayside.

nation country for international students. Last year, we hosted about 240,000 students from 173 different countries.

While this is a small share of the total global students seeking an international education, Canada's share did grow about 70 per cent over the past decade. International students now represent about 6.5 per cent of the total student population on our campuses.

With plenty of room to increase its share of the global market and with many of our institutions already pursuing their own strategies, Canada is currently renewing its approach to international education. In August 2012 the federal Advisory Panel on Canada's International Education Strategy released

its final report entitled "International Education: A Key Driver of Canada's Future Prosperity."

The report cites innovation, trade, human capital development and the labour market as the four key areas most poised to benefit from this prosperity. There is little mention of post-secondary education itself as a beneficiary.

But, hold on, the education portfolio rests with the provinces, right? Well, perhaps it does but the provision of education to non-Canadians who then spend on Canadian soil in return is so much more about trade and export than it is about education.

It should come as no surprise then to learn that the work of the federal advisory panel was commissioned by the Department of Foreign Affairs and International Trade. In fact, going forward, the Department of Foreign Affairs and International Trade has overall responsibility for management of Canada's international education strategy.

Foreign Affairs' interest here is made abundantly clear in a May 2012 report it commissioned to assess the economic impact of international education in Canada. In 2010, it is estimated international students spent almost \$8 billion in

Canada on tuition, accommodation and other spending — almost seven per cent of the GDP contributed by our overall education sector. Additionally, the report shows that over 81,000 jobs were created and more than \$445 million in direct government revenue was generated as a result.

When viewed as an exported commodity, international education is worth more than Canada's export of unwrought aluminum and its export of helicopters, airplanes and spacecraft. The economic impact to Canada is already undeniably significant. So, when you consider potential future growth of Canada's share of the international student market not much more needs to be said about Foreign Affairs' interest here.

The federal advisory panel recommended a number of goals that, in its vision, would make Canada the leader in international education. Over the next 10 years, it wants to double the number of international students we attract and increase the number of Canadians studying abroad to 50,000 students. The panel is also pushing for increased investment in selling Canada's brand to a limited number of targeted markets with the most potential for growth. Canada's

brand, according to the panel, is "consistently high quality at a reasonable cost," citing that tuition fees and living costs in Canada are affordable.

A key recommendation of the panel is that the objectives of our international education strategy must be aligned and integrated with Canada's Economic Action Plan, its international trade and innovation strategies, and its immigration and foreign policies.

This would seem to mean, for instance, that any future trade negotiations would seek to remove barriers to international markets for Canadian education exports, and that greater student mobility would be facilitated through improved immigration services and revised policies.

Sadly, in all of this, the notion that post-secondary education is a human right and a public good seems to fall by the wayside.

CAUT's policy on international students notes recruitment should be driven by a need to foster the international exchange and development of knowledge, to promote cultural diversity and understanding, to enrich the educational experience of students and academic

See GOVERNMENT Page A6 →

LE MOT DU PRÉSIDENT

Quand le gouvernement courtise les étudiants internationaux

Par WAYNE PETERS

L'ASSOCIATION des universités et des collèges du Canada a fait savoir dernièrement que les inscriptions d'étudiants internationaux dans les universités canadiennes étaient en hausse de 12 % cet automne par rapport à l'an dernier. Le Canada occupe, selon l'Association, une « position pour le moins enviable dans le milieu très concurrentiel de l'éducation internationale ». Par comparaison, au cours de la même période, les effectifs d'étudiants canadiens dans nos établissements ont augmenté de 3,4 % aux cycles supérieurs et de 2 % au premier cycle.

Dans l'édition 2012 de sa publication annuelle « Regards sur l'éducation », l'OCDE indique qu'environ quatre millions d'étudiants fréquentaient un établissement d'enseignement à l'extérieur de leur pays d'origine en 2010. Les étudiants en formation à l'étranger représentaient cette année-là le double des effectifs recensés en 2000, grâce à une croissance annuelle moyenne

d'approximativement 7 %. Leur nombre avoisinerait sept millions en 2025, d'après certaines estimations.

Le Bureau canadien de l'éducation internationale — une organisation qui regroupe la plupart des universités et des collèges du Canada — signale qu'en 2011, le Canada s'est classé au sixième rang des destinations mondiales les plus populaires chez les étudiants internationaux. L'an dernier, nous avons accueilli quelque 240 000 étudiants provenant de 173 pays différents.

Si le Canada répond seulement à une faible part de la demande mondiale d'enseignement supérieur à l'étranger, la dernière décennie lui a été profitable, puisqu'il a réussi à accroître d'environ 70 % les inscriptions d'étudiants en mobilité internationale sur son territoire. Aujourd'hui, les étudiants venant de l'étranger forment à peu près 6,5 % de la population étudiante totale sur nos campus.

Comme on peut le voir, le Canada est loin d'occuper toute la place qui pourrait lui revenir sur le marché de l'éducation internationale.

D'ailleurs, bon nombre de nos établissements d'enseignement se sont dotés de stratégies d'internationalisation. Dans ce contexte, le Canada renouvelle actuellement sa vision de l'éducation internationale. En août 2012, le Comité consultatif sur la stratégie internationale du Canada en matière d'éducation, créé par le gouvernement fédéral, a publié son rapport final intitulé « L'éducation internationale : un moteur-clé de la prospérité future du Canada ».

Le comité est d'avis que la prospérité engendrée par l'éducation internationale profitera au premier chef à quatre grands secteurs, à savoir l'innovation, les échanges commerciaux, le développement du capital humain et le marché du travail. Il fait peu mention des retombées de cette prospérité sur l'éducation postsecondaire même.

Mais, attendez, l'éducation n'est-elle pas une compétence provinciale? Peut-être bien, mais quand on applique une analyse coûts-avantages à la prestation de services d'éducation aux étudiants étrangers, que l'on prend en considération les dépenses

que ceux-ci engagent au Canada pendant leur programme d'études, on est bien plus sur le terrain du commerce et des exportations que sur celui de l'éducation.

De là, personne ne sera surpris d'apprendre que le comité a été mandaté par le ministère des Affaires étrangères et du Commerce international pour se pencher sur la question de l'éducation internationale. En fait, c'est dorénavant ce ministère qui sera aux commandes de la stratégie du Canada en la matière.

La lecture d'un rapport sur l'impact économique du secteur de l'éducation internationale au Canada, produit en mai 2012 à la demande des Affaires étrangères, laisse peu de doute quant à l'intérêt du ministère dans ce dossier. Les auteurs du rapport estiment qu'en 2010, les étudiants internationaux au Canada ont dépensé près de 8 milliards de dollars en frais de scolarité, de logement et autres, ce qui représente près de 7 % de la contribution de l'ensemble du secteur de l'éducation au PIB

canadien. Leur venue a également créé au-delà de 81 000 emplois et enrichi le Trésor public de plus de 445 millions de dollars.

Lorsque l'on considère l'éducation internationale comme un bien d'exportation, la valeur des exportations de ce secteur dépasse la valeur des exportations d'aluminium à l'état brut ainsi que des exportations d'hélicoptères, d'avions et d'astronefs. Les chiffres sont incontestables : les retombées économiques pour le Canada sont déjà considérables. Aussi, si l'on tient compte en plus du potentiel de croissance future de la part du Canada dans le marché de l'éducation internationale, l'intérêt des Affaires étrangères dans ce secteur est on ne peut plus clair.

Le comité consultatif fédéral a recommandé un certain nombre de mesures à prendre pour que, selon sa vision, le Canada devienne le chef de file en éducation internationale. Il préconise notamment de porter au double le nombre d'étu-

Voir GOUVERNEMENT à la page A9 →



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NEWS ACTUALITÉS

Chargés de cours de Lethbridge : 5,8 % et 3,1 %

Les négociations menées entre l'association des professeurs de l'Université de Lethbridge (ULFA) et l'Université ont abouti à la signature d'une convention de deux ans qui prévoit d'importantes augmentations de l'allocation minimale versée aux chargés de cours.

Pour la première année de la convention qui entre en vigueur le 1^{er} mai 2012, la rémunération minimale des chargés de cours passera de 4 585 \$ à 4 850 \$, une hausse de 5,8 %. La deuxième année, elle progressera de 4 850 \$ à 5 000 \$, au rythme d'environ 3,1 %. Sur toute la durée de la convention, les chargés de cours ont donc obtenu une augmentation annuelle moyenne de 4,4 %.

Les allocations sont versées pour les cours d'une session, et les chargés de cours ne peuvent donner plus d'un cours par session de l'année universitaire régulière, a déclaré David Kaminski, président du comité des avantages économiques de l'ULFA.

Celui-ci a également fait remarquer que la convention ne porte pas sur les cours donnés pendant la session d'été, de sorte que les chargés de cours ont toute latitude pour négocier une allocation supérieure pour tout cours donné durant cette période.

Les membres ont ratifié dernièrement l'entente au moyen d'un vote électronique.

« Il n'a fallu vraiment qu'une séance de négociation pour régler la question des allocations », affirme M. Kaminski. « L'Université compte aussi des campus à Calgary et à Edmonton, là où d'autres établissements d'enseignement avaient accordé des hausses substantielles. Les négociateurs sentaient donc une forte pression. »

L'ULFA représente environ 120 chargés de cours et 500 autres membres du personnel académique. ■

Canadians OK with Higher Taxes to Fund Education: Poll

MORE than half of Canadians say they would be willing to pay more taxes to allow governments to increase post-secondary education funding, according to the latest poll commissioned by CAUT.

The attitude towards paying higher taxes to fund universities and colleges reflects growing concerns about the quality and affordability of post-secondary education, says CAUT's associate executive director David Robinson.

"Taxes may be a dirty word for most politicians and governments today, but Canadians understand that we can either pay for services like education through upward pricing or taxes," Robinson said. "Simply put, most of us would opt for higher taxes if it means lowering the price of post-secondary education."

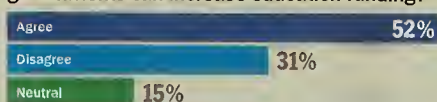
The Harris-Decima survey of 2,000 Canadians also found that 80 per cent would like tuition fees in their province either frozen or lowered, and that 70 per cent believe university and college students are forced to take on too much debt.

And nearly half of Canadians feel university and college teachers are most trusted to have the best interests of students in mind, compared to just 13 per cent for university administrators and 12 per cent for governments.

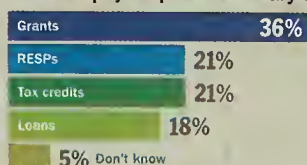
"When it comes to questions about academic quality and the educational experience of students, academic staff have a real opportunity to frame the debate," Robinson said. "This is especially the case as a majority of Canadians now feel that universities and colleges are like businesses that care mainly about the bottom line, rather than ensuring students get a quality education. There is an opening here for CAUT and its associations to play a more public role in defending academic values."

Survey Results

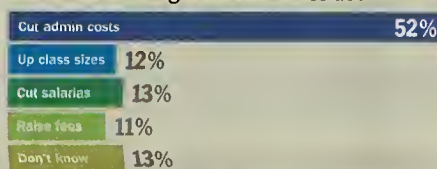
Would you be willing to pay higher taxes so governments can increase education funding?



What would be the best way to help students pay for post-secondary education?



If governments cut funding, what should colleges & universities do?



The poll results also challenge some commonly held myths about how the public perceives academic staff.

Forty-three per cent of respondents disagreed that university and college teachers earn too much, compared to 32 per cent who agreed. Forty-four per cent said they disagreed that academic staff have a light workload compared to other professions, while 34 per cent agreed.

"While there is a core of about a third of the population who buy into the myth of the overpaid and underworked professor, most Canadians don't," Robinson said. ■

The phone survey was conducted between Nov. 7 and Nov. 21. The results are considered accurate to within 2.2 per cent, 19 times out of 20.

Varying criteria may mean the figures in the chart above won't equal 100.

Version française à la page A10.

Lethbridge Sessionals Get 5.8% & 3.1%

SESSIONAL instructors at the University of Lethbridge will see significant increases in their minimum stipend following a two year contract negotiated between the University of Lethbridge Faculty Association (ULFA) and the employer.

In the first year, effective May 1, 2012, minimum pay will rise from \$4,585 to \$4,850, representing a 5.8 % increase. Stipends will rise roughly 3.1 % in year two, from \$4,850 to \$5,000. Spread over the two years of the contract, the increases represent an approximate per year rise of 4.4 % in minimum stipends.

Stipends are paid for one-semester courses, and sessional teachers are limited to one course per regular semester, said David Kaminski, chair of the faculty association's economic benefits committee.

Kaminski also noted that while the contract doesn't cover courses taught during summer semester, sessional instructors are free to negotiate payment above the minimum stipend for any course.

"Negotiation for the stipend increases basically came down to one session," he said. "The university also has campuses in Calgary and Edmonton, where other institutions had seen significant increases. So the pressure was on." ■

CAUT Welcomes Carleton Postdoc Association

CAUT grew a little bigger last month when council delegates voted to accept the Carleton University Postdoctoral Association into membership. CUPA, with 70-80 postdoctoral fellows, is CAUT's 74th member local.

"Postdocs are academic staff to whom we extend a warm welcome," said CAUT executive director James Turk. "They face many challenges, especially very low pay, given their education and responsibilities."

While CUPA is the first organization of postdoc fellows to apply for membership in CAUT, Turk said he hopes there will be many more as CAUT "works to improve the working conditions for these important members of the academic community."

CUPA members earlier this year voted unanimously in favour of joining CAUT.

"With a group that has relatively little power we do appreciate having the solidarity of CAUT," Kevin Abbott, acting president of CUPA and a postdoc in Carleton's biology department, told delegates to CAUT's council meeting in Ottawa Nov. 23. "Thank you for welcoming us in your organization."

CUPA is the second academic staff association to become part of the CAUT network in 2012 and joins other recent new members such as Osgoode Hall Faculty Association, the Syndicat des professeurs et professeurs de l'Université Laval and the University of King's College Teachers' Association. ■

Version française à la page A6.

CAUT Launches Campaign to Protect Heritage

CAUT unveiled a national campaign last month exposing the threats to Canada's cultural institutions and historic sites and proposing what must be done to reverse the damage.

The Canada's Past Matters campaign will highlight how federal funding cuts and policy changes are putting the survival of libraries, archives, museums and historical sites across the country at risk.

"Our ability as Canadians to know, understand and appreciate our past is at stake because of the federal government's short-sighted cuts and ill-advised changes to historical programs and services," said CAUT executive director James Turk.

"The campaign and its website — CanadasPastMatters.ca — were launched to bring the issues to the attention of our members and the public. We cannot chart our future properly unless we know and understand our past. Until government policy is changed, that will be less and less possible for our children and future generations." ■

CAUT Executive Committee

Nominations are being sought for election to the CAUT Executive Committee. Individual affiliated members and associate members of CAUT are entitled to run for any vacant position and to make nominations. Nominations of members of marginalized groups are encouraged. Elections will take place at the CAUT Council meeting in Ottawa in April 2013.

Position Vacancies

President. Responsible for guiding the affairs of the association between meetings and for ensuring policies approved by Council are implemented. A nominee for the position of president should have considerable experience in academic staff association affairs at the local level.

Vice-President. Responsible for assisting the president with his or her responsibilities and undertaking other duties as decided by the executive committee.

Chair, Academic Freedom and Tenure Committee. Responsible for chairing the committee and undertaking other duties as decided by the officers and the executive committee. A nominee for chair should have considerable experience in dealing with academic freedom issues and shall normally have served at least one year on the committee.

Chair, Contract Academic Staff Committee. Responsible for chairing the committee and undertaking other duties as decided by the officers and the executive committee. A nominee for chair should have considerable knowledge and experience in dealing with contract academic staff issues and shall normally have served at least one year on the committee.

Two Co-Chairs, Equity and Diversity Council. Responsible for co-chairing the council and undertaking other duties as decided by the officers and the executive committee. A nominee for co-chair should have considerable experience and involvement with at least one of the following groups: racialized people, people with disabilities, women and LGBTQ2S, and shall normally have served at least one year on a CAUT committee or working group. At least one of the co-chairs must be a woman.

Two Members-at-Large (General). Responsible for undertaking duties as decided by the officers and the executive committee.

Member-at-Large (Quebec). Responsible for undertaking duties as decided by the officers and the executive committee.

Member-at-Large (Francophones). Responsible for undertaking duties as decided by the officers and the executive committee, and will serve as the executive liaison to the Francophones Committee.

Member-at-Large (Aboriginal). Responsible for undertaking duties as decided by the officers and the executive committee, and will serve as the executive liaison to the Aboriginal Post-Secondary Education Working Group.

Term of Office

The term of office of the president, vice-president and executive committee members-at-large is one year. The term of office of chairs is two years.

Nomination Procedure

Nominations should be sent to:

Ted Montgomery
Chair, Elections and Resolutions Committee
Canadian Association of University Teachers
2705 Queensview Drive
Ottawa Ontario K2B 8K2
Fax: (613) 820-7244

Nominators should include:

- (1) a letter of nomination;
- (2) a brief statement of why the nominator feels the nominee is qualified to serve;
- (3) the agreement of the nominee to serve if elected;
- (4) a completed copy of the standard information form available at www.caut.ca/uploads/sif.pdf

Nomination Deadline March 1, 2013

For information on release time for members of the CAUT executive please visit www.caut.ca and click on Administrative Procedures & Guidelines under CAUT Policies.

Comité de direction de l'ACPPU

Nous sollicitons des candidatures à des postes au sein du Comité de direction de l'ACPPU. Les membres affiliés individuels et les membres associés de l'ACPPU ont le droit de se présenter comme candidate ou candidat et de présenter des candidatures. Nous encourageons les mises en candidature de membres de groupes marginalisés. Les élections se tiendront lors de l'assemblée du Conseil à Ottawa en avril 2013.

Les postes vacants

La présidence. La personne élue est responsable de la direction des affaires de l'association entre les assemblées du Conseil et elle s'assure que les directives approuvées par le Conseil sont mises en œuvre. Les candidates et candidats à la présidence doivent avoir une expérience considérable en matière d'associations de personnel académique à l'échelle locale.

La vice-présidence. La personne élue aide la présidente ou le président à s'acquitter de ses responsabilités et à entreprendre d'autres tâches définies par le Comité de direction.

La présidence du Comité de la liberté académique et de la permanence de l'emploi. La ou le titulaire doit présider le comité et entreprendre d'autres tâches définies par les dirigeants et le Comité de direction. Les candidates et candidats à ce poste doivent avoir une expérience considérable en matière de liberté académique et doivent normalement avoir siégé depuis au moins un an au sein du comité.

La présidence du Comité du personnel académique contractuel. La ou le titulaire doit présider le comité et entreprendre d'autres tâches définies par les dirigeants et le Comité de direction. Les candidates et candidats à ce poste doivent avoir une expérience considérable en matière de gestion de questions concernant le personnel académique contractuel et doivent normalement avoir siégé depuis au moins un an au sein du comité.

Deux coprésident(e)s du Conseil de l'équité et de la diversité. Les titulaires assument la coprésidence du Conseil et doivent exercer les fonctions définies par les dirigeants et le Comité de direction. Les candidates et candidats à ces postes doivent avoir une grande expérience auprès d'au moins un des groupes suivants : personnes racialisées, personnes handicapées, femmes et LGBTQ2S, et doivent normalement avoir siégé depuis au moins un an au sein d'un comité ou un groupe de travail de l'ACPPU. La coprésidence du Conseil doit être assumée par au moins une femme.

Deux membres ordinaires (Général). Les titulaires doivent exercer les fonctions définies par les dirigeants et le Comité de direction.

Membre ordinaire (Québec). La ou le titulaire doit exercer les fonctions définies par les dirigeants et le Comité de direction.

Membre ordinaire (Francophones). La ou le titulaire doit exercer les fonctions définies par les dirigeants et le Comité de direction, et assure la liaison entre le Comité de direction et le Comité des francophones.

Membre ordinaire (Autochtones). La ou le titulaire doit exercer les fonctions définies par les dirigeants et le Comité de direction, et assure la liaison entre le Comité de direction et le Groupe de travail sur l'éducation postsecondaire des Autochtones.

Mandat

Le mandat de la présidence et de la vice-présidence de même que des membres ordinaires du Comité de direction est d'un an. Le mandat de la présidence du Conseil de l'équité et de la diversité et de la présidence des comités est de deux ans.

Méthode de mise en candidature

Prière d'adresser les candidatures à :

Ted Montgomery
Président, Comité des élections et résolutions
Association canadienne des professeurs et professeurs d'université
2705, promenade Queensview
Ottawa (Ontario) K2B 8K2
Télé. : (613) 820-7244

Les pièces suivantes doivent accompagner les mises en candidature :

- (1) une lettre de mise en candidature;
- (2) une brève déclaration expliquant pourquoi la personne qui présente la candidature ou le candidat estime qu'il ou elle possède les qualités voulues;
- (3) l'accord de la candidate ou du candidat de siéger au sein du comité advenant son élection;
- (4) une copie du formulaire d'information réglementaire, dûment rempli, disponible à www.acppu.ca/uploads/StandardInformationForm-fr.pdf

La date limite 1^{er} mars 2013

Pour des informations sur les dérogations auxquels ont droit les membres du Comité de direction de l'ACPPU, rendez-vous sur www.acppu.ca et cliquez sur « Procédures administratives et directives internes » sous « Politiques de l'ACPPU ».



**Canadian Association of University Teachers
Association canadienne des professeurs et professeurs d'université**

ACTUALITÉS

L'ACPPU accueille les postdoctorants de Carleton dans ses rangs

L'ACPPU a pris un petit peu d'expansion le mois dernier, alors que les délégués du Conseil ont voté en faveur de l'intégration dans ses rangs de la Carleton University Postdoctoral Association. C'est ainsi que la CUPA, qui compte de 70 à 80 boursiers postdoctoraux, est devenue le 74^e membre local de l'ACPPU.

« Nous accueillons chaleureusement les postdoctorants, qui font eux aussi partie du personnel académique », a déclaré James Turk, directeur général de l'ACPPU. « Les postdoctorants accomplissent leur travail dans des conditions très difficiles; par exemple, ils touchent un salaire de misère, bien en-deçà du salaire que commanderaient leur niveau d'instruction et leurs responsabilités. »

En accordant la qualité de membre à la CUPA, l'ACPPU a accueilli sa première association de boursiers postdoctoraux. M. Turk dit espérer que de nombreuses autres associations imiteront le geste de la nouvelle venue, car l'ACPPU « s'emploie à améliorer les conditions de

travail de ces membres importants du milieu académique ».

C'est à l'unanimité que les membres de la CUPA ont voté plus tôt cette année en faveur de l'adhésion à l'ACPPU.

« Comme notre groupe a relativement peu d'influence, nous sommes heureux de pouvoir compter sur l'appui de l'ACPPU », d'affirmer Kevin Abbott, président intérimaire de la CUPA et postdoctorant au département de biologie de l'Université Carleton, aux délégués présents à la réunion du Conseil de l'ACPPU qui a eu lieu à Ottawa le 23 novembre dernier. « Merci de nous faire une place à vos côtés. »

La CUPA est le deuxième nouveau membre de l'ACPPU en 2012. D'autres associations de personnel académique se sont aussi jointes dernièrement au réseau de l'Association, comme la Osgoode Hall Faculty Association, le Syndicat des professeurs et professeurs de l'Université Laval et la University of King's College Teachers' Association. ■

English on page A5.

McGill, Wilfrid Laurier & Waterloo Actions End Threat of Censure

→ From PAGE A1

governance document approved by the two universities that gave the donor's private think tank, the Centre for International Governance Innovation (CIGI), a role in the school's academic decision making.

After months of discussions between CAUT and the two universities, "the result is a memorandum of understanding signed by the universities and CIGI that makes clear that 'none of CIGI, BSIA, the BSIA board and the director has authority over any academic matter whatsoever in connection with (the Balsillie School's) academic programs,'" said Turk.

Turk said the memorandum they signed also clarified for the first time that the Balsillie school director, chosen by the BSIA board, on which CIGI sits, "has no role whatsoever in any academic matter related to any program offered by either university, including no decisive role in the appointment of faculty and chairs and selection of students."

The memorandum further clarifies that the board's role is limited to non-academic matters, in that it "oversees management of (Balsillie school) functions other than academic matters and has final authority over its non-academic budget and operations." ■

When Government Pursues International Students

→ From PAGE A3

staff, and to facilitate international cooperation and development.

It should not be motivated by financial gain and should seek to ensure access and support for all qualified students. None of these principles seems to be fundamental to the federal government's motives at play here.

Canadian universities and colleges prosper when there is a significant international student presence on campus. International perspectives in our teaching, research and scholarship, and our service activities benefit everyone. However, what are the trade-offs for the academy in return for the government's pursuit of international students solely to bolster the country's future prosperity. There are many questions which need to be considered.

What sorts of quality-assurance guidelines and frameworks are being considered? What will happen to academic standards when economics take precedence over academic quality? What are the implications for the academic job? What resources will be made available on our campuses to support a more diverse international student population? What does this mean for access to programs for Canadian students? How will this improve the diversity on our campuses among academic and other staff? Does this appropriately recognize Canada's inherent diversity which already exists on our campuses? And, where is the academic voice in all of this?

Pursuing the international student is a worthy venture but we should ensure it is being done for the right reasons. ■

NEWS ACTUALITÉS

If I Did Laugh I'd Cry

➔ From PAGE A2

dent days that you could not even buy a decent cup of coffee on campus, not because students and faculty members had lower culinary standards back then but because they still believed that academic independence would be compromised by being tied to commercial interests. This idea now seems quaint to us in an age in which many universities have their own malls. And like all malls and the businesses they house, universities are run by bosses — administrative elites like Presidents, Vice Presidents, and their minions — who are responsible for many things, among them “compelling” a recalcitrant mass known as *The Faculty* to perform in a way that mirrors the productive ethos of the administrative caste itself.

Productivity is the *raison d'être* of Western capitalist societies. Malls retail domestically the fruits of productivity. Universities do R&D and create “ideas” that support the manufacturing sector which supplies retail markets with their goods. Ken Auletta describes succinctly the nature of this new relationship between universities and business in his recent article in *The New Yorker*, “Get Rich U.”³

The productive ethos works well enough so long as you are producing widgets to sell to widget lovers. But it proves disastrous when applied to humanities education, though it is much more tolerated by faculty members today than it was in the past. This toleration is likely due to a combination of exhaustion, corruption, and a shift in values. You can fight only so many losing battles before you say to hell with it, the devil take them, and run for your pension. The depletion of the old guard through attrition coupled with the addition of new faculty members schooled from birth in the new ethos explains the decline in large part. After all, university professors too share the productive ethos. We live in a productive society, animated by productive people, which profits immeasurably from productive practices. Why wouldn't we share that ethos?

Consider one of the fundamental principles of the productive ethos — the quantitative principle. Though it may be possible to argue that an academic whose pile of publications at the end of a stipulated period — say the period covered by the annual report — weighs ten pounds is more productive than an academic whose publications over the course of the same period weighs only five pounds, still we might wonder what we actually know about either person's work as a result of the application of the quantitative principle. For instance, if *Hamlet* is one of the documents tucked into that five pound package while the ten-pounder includes two recent volumes by John Grisham, surely we would want to revise our judgment. In any event, if an unvarnished application of the quantitative principle seems unlikely and insufficiently nuanced to be a legitimate measure of performance in the context of an annual academic report (though I would caution anyone about underestimating the proclivities of the administrative caste when

it comes to the ethos of productivity), we might add the matter of the work's “impact” to the calculation to arrive at a better metric. Impact too is a quantitative measure, though a more complex one. It asks concerning the effect of one's work on other things — institutions, political and social events, people — both within and without the university, though today preference is given to the latter in keeping with the business ethic underlying the productive ethos.

The impact test is one that Stephan Collini has analyzed in his recent book *What Are Universities For?* Collini teaches us that the most problematic aspect of the impact test derives from the term itself. To impact something is to strike or bang into it — in my experience never a good measure of anything except perhaps in war and at those demolition derbies my father used to take me to. But setting aside the silliness of the term, a more troubling picture emerges regarding its actual consequences when tied to funding formulas. As Collini demonstrates, you can have an absolutely first-rate piece of scholarship that illuminates, say, the transition from a feudal to a capitalist economy, that ranks as completely worthless when measured by its impact and when compared to the impacts of “products” issuing from other faculties within the university.⁴ Placed alongside a new gadget for collecting pennies, the impact of which would be staggering, this little corner of the human experience seems trivial at best. But what an odd inversion of things that judgement entails. A gadget which, beyond its economic potential, could not hold your attention for more than a few moments trumps an intrinsically interesting field of study whose complexity alone offers the mind a rich, expansive field in which to explore the human condition. No wonder humanities professors are unhappy. How could they possibly compete with penny rolls? And why would they want to?

Collini wishes to defend humanities education, but like all of us today he has trouble knowing how when all the measures of intellectual worth seem to guarantee the irrelevance of our teaching and research from the outset. In other words, the game is rigged, and Collini knows it. This is the thing I find most refreshing about his book — he is not taken in by the old lines and strategies.

During an earlier dispensation of the game, humanities professors naively thought they could beat the odds by playing the game on its own terms. What they did was to concede the fundamental point of the defenders of the productive ethos — namely, that humanities education was intrinsically worthless. However, they argued that the matter of its intrinsic worth being settled, its practical value as a cultivator and provider of intellectual “skills” was considerable. The argument worked well enough for a time, if by “worked” we mean kept the wolves at bay and the reformer's axe away from the root of the tree. But two can play at that game. Once the concession was made, administrators and fellow-travelling faculty members argued that these skills could be much more

effectively cultivated by completely different pedagogical strategies and curricula.

The old argument said: medieval history might be an awful waste of time, but at least it produces people who can think analytically and write clear and penetrating memos once they find themselves in the corporate world.⁵ As Collini says, this argument amounts to the assertion that “what is valuable about learning to play the violin well is that it helps us develop the manual dexterity that will be useful for typing.” The new model says: if it is a waste of time, then it is a waste of time. Let's get rid of the curriculum and those expensive curriculum delivery units (faculty) and just teach memo writing and critical thinking. That is a parody, to be sure, but not much of one. Every humanities professor feels its contempt somewhere deep down in her bones. (Let me quickly add that this contempt is felt equally by my colleagues in the sciences and social sciences. In the former case, it is present in the denial of funding for “discovery-based” research in favour of short term projects with obvious financial potential and technological applications.)

An old professor of mine used to say that there is living and there is living well. The productive ethos that guides our society has created a civilization that *lives* more comfortably, more affluently, and longer than any other in history. As to living well, early supporters of the ethos still had enough culture (pardon the word) and sense to leave a few places untouched by its demands. These were, again according to my professor, sacred spaces — churches, theatres, museums and universities. But the ethos has grown in our time and has spread around the globe. Now we are told that our mere survival is predicated not only on its acceptance but on a single-minded pursuit of its goods in all aspects of our lives. So, we adjust the curriculum, eliminate a couple more departments, and erase yet another body of images of humankind's long effort to live well. We will survive, as a result, and live, at least for a time. But in those moments when the lights go out and the TV goes dark, I fear we will no longer understand our unhappiness or what we have lost. ■

Ron Srigley is assistant professor in the department of religious studies and coordinator of the global issues program at the University of Prince Edward Island.

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Tories Force Through Legislation to Punish Labour Organizations

PRIME Minister Stephen Harper's Conservative government narrowly passed legislation Dec. 12 that forces all labour organizations to hand over detailed information on their finances, spending and activities for posting on a public website.

C-377, the private member's bill introduced by Conservative MP Russ Hiebert, will require all labour organizations, whether unions or not, to provide the Canada Revenue Agency with extensive details about their expenditures.

“No other organizations in Canada are required to provide such detailed reports,” said James Turk, executive director of CAUT. “The objective of the legislation is not transparency, but imposing burdens on labour groups to make it harder to represent their members effectively.”

He asserts that if transparency had been the goal, the Tories would not have opposed the amendment to have the same requirements apply to employer groups.

Many voices have spoken out against the legislation.

Just before the vote on the bill, Opposition leader Thomas Mulcair said, “It will be thrown out by the courts; I have no doubt about that. This is an attempt by the Conservatives to break down the system of representation and protection of workers' rights in Canada.”

The bill is just “red meat” for the Conservatives' right-wing base, he added.

Valerie Lawson, a spokesperson for Canada's privacy commissioner Jennifer Stoddart, said there remain “privacy concerns” with C-377.

Canadian Labour Congress president Ken Georgetti estimated the cost of setting up an oversight regime to ensure compliance could range from \$32 million to \$45 million a year.

There are between 25,000 and 30,000 labour organizations that

will have to file 26 pages of reports to the federal government. Georgetti noted that's close to the number of union groups in the United States that send far less comprehensive financial reports to the American government, which spends \$40 million a year to handle them.

Members of the opposition see the new law as part of a North American campaign, financed by business interests to weaken unions and other employee groups to the benefit of non-unionized employers in construction and other industries.

“Bill C-377 would give confidential information to businesses and government, which would give them unfair competitive and political advantages over the labour movement,” said NDP MP Wayne Marston.

Five Conservative MPs voted against the bill including Alberta MP Brent Rathgeber who questioned the disparity in the bill only applying to labour organizations.

“As a legislator, I'm just having a difficult time determining exactly what the public interest is in this type of legislation,” he said.

Rathgeber said unions are essentially private clubs like law societies or industry associations that benefit from tax deductions.

“So I just cannot accept the premise that tax-deducted union dues are somehow akin to public dollars and therefore creating a public interest,” he said.

The bill now goes to the senate where it will be debated sometime in the new year. Should it pass the senate, the Canada Revenue Agency has said it would require substantial time — probably until 2014 — to set up the systems required under the bill.

CAUT has been working with the CLC and other organizations to lobby against the bill. “In consultation with others, we are exploring legal options as well,” said Turk. ■

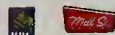


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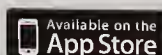
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NEWS ACTUALITÉS

Quand le gouvernement courtise les étudiants internationaux

→ Suite de la PAGE A3

dians internationaux qui choisissent le Canada comme pays d'accueil et à 50 000 le nombre de Canadiens partant étudier à l'étranger. Le comité prône aussi d'investir davantage dans la promotion de l'image de marque du Canada dans un petit nombre de marchés ciblés porteurs du plus fort potentiel de croissance. Pour lui, l'image de marque du Canada repose sur « une qualité constante à un coût raisonnable », comme en témoignent les droits de scolarité et le coût de la vie abordables.

Une recommandation clé du comité touche l'harmonisation de la stratégie canadienne d'internationalisation de l'éducation avec le Plan d'action économique, les stratégies en matière de commerce international et d'innovation, la politique relative à l'immigration et la politique étrangère du gouvernement du Canada, et de surcroît, son intégration dans ces éléments.

Cette recommandation pourrait laisser croire, par exemple, que l'un des enjeux des négociations commerciales futures serait le libre accès des exportations de services d'éducation canadiens aux marchés internationaux, et que l'amélioration des services d'immigration et la révision des politiques faciliteraient grandement la mobilité des étudiants.

Il est triste de constater qu'à aucun stade de sa réflexion, le comité n'a l'air de concevoir que l'éducation postsecondaire fait partie des droits de la personne et est un bien public.

Dans son énoncé de principes sur les étudiants étrangers, l'AAPUP soutient que le recrutement d'étudiants étrangers devrait être motivé par le besoin d'encourager l'échange et l'avancement du savoir à l'échelle internationale, de promouvoir la diversité culturelle et la compréhension entre les cultures, d'enrichir l'expérience éducative des étudiants ainsi que des membres du personnel académique et de faciliter la

coopération et le développement internationaux.

L'attraction d'étudiants étrangers ne devrait pas être motivée par le profit financier. Tous les étudiants répondant aux critères établis devraient être admis et bénéficier de services de soutien. Le gouvernement fédéral ne semble être guidé par aucun de ces principes dans sa démarche.

La présence d'un nombre élevé d'étudiants internationaux dans les universités et les collèges permet à ces établissements de mettre du beurre dans les épinards. L'ouverture au monde qui caractérise alors les activités d'enseignement, de recherche, d'érudition ainsi que les activités de service concourt à l'intérêt général. Cependant, quels sont les effets négatifs sur le milieu académique des initiatives du gouvernement visant à attirer des étudiants internationaux dans le seul but de stimuler la prospérité future du pays? Cela soulève de nombreuses questions qui méritent notre attention.

Quelle est la nature des lignes directrices et des cadres envisagés pour l'assurance de la qualité? Qu'advient-il des normes académiques quand l'économie primera sur la qualité académique? Quelles sont les conséquences sur le travail du corps professoral? Quelles ressources les campus mettront-ils à la disposition d'une population étudiante internationale plus diversifiée? Cela modifiera-t-il l'accès des étudiants canadiens aux programmes d'études? Comment cela accroîtra-t-il la diversité au sein des membres du personnel, notamment du personnel académique? Est-ce que cela tient suffisamment compte de la diversité du tissu social canadien, et dont nos campus sont déjà le reflet? Et enfin, dans quelle mesure le milieu académique a-t-il voix au chapitre?

Il est tout à fait valable de vouloir attirer des étudiants internationaux, mais il faut veiller à ce que les efforts en ce sens soient motivés par les bonnes raisons. ■

Censured Administrations in the United States



Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty, but specifically upon its present administration. The term "administration" includes the administrative officers and the governing board of the institution. This censure does not affect the eligibility of nonmembers for membership in AAUP, nor does it affect the individual rights of members at the institution in question.

Members of AAUP have often considered it to be their duty, in order to indicate their support of the principles violated, to refrain from accepting appointment to an

institution so long as it remains on the censure list. Since circumstances differ widely from case to case, AAUP does not assert that such an unqualified obligation exists for its members; it does urge that, before accepting appointments, they seek information on present conditions of academic freedom and tenure from AAUP (1133 19th St., NW, Suite 200, Washington, DC 20036) and prospective departmental colleagues. AAUP leaves it to the discretion of the individual, possessed of the facts, to make the proper decision.

The list contains only administrations which are still under censure (many others have been removed from the list after improving their practices and procedures). "Report published" refers to AAUP's *Academe* volume in which a report about the institution appears. Starting in 2010 reports can be found online and in the *AAUP Bulletin*. ■

American Association of University Professors: Censure List

INSTITUTION NAME	REPORT PUBLISHED	YEAR
Grove City College PENNSYLVANIA	March 1963 (15-24)	1963
Frank Phillips College TEXAS	December 1968 (433-38)	1969
Concordia Seminary MISSOURI	April 1975 (49-59)	1975
Murray State University KENTUCKY	December 1975 (322-28)	1976
State University of New York	August 1977 (237-60)	1978
Phillips Community College of the University of Arkansas	May 1978 (93-98)	1978
Nichols College MASSACHUSETTS	May 1980 (207-12)	1980
Yeshiva University NEW YORK	August 1981 (186-95)	1982
American International College MASSACHUSETTS	May-June 1983 (42-46)	1983
Metropolitan Community Colleges MISSOURI	March-April 1984 (23a-32a)	1984
Talladega College ALABAMA	May-June 1986 (6a-14a)	1986
Pontifical Catholic University of Puerto Rico	May-June 1987 (33-38)	1987
Husson College MAINE	May-June 1987 (45-50)	1987
Hillsdale College MICHIGAN	May-June 1988 (29-33)	1988
Southeastern Baptist Theological Seminary NORTH CAROLINA	May-June 1989 (35-45)	1989
The Catholic University of America DISTRICT OF COLUMBIA	September-October 1989 (27-40)	1990
Oean College MASSACHUSETTS	May-June 1991 (27-32)	1992
Baltimore City Community College MARYLAND	May-June 1992 (37-41)	1992
Loma Linda University CALIFORNIA	May-June 1992 (42-49)	1992
Clarkson College NEBRASKA	May-June 1993 (46-53)	1993
North Greenville College SOUTH CAROLINA	May-June 1993 (54-64)	1993
Savannah College of Art and Design GEORGIA	May-June 1993 (65-70)	1993
University of Bridgeport CONNECTICUT	November-December 1993 (37-45)	1994
Benedict College SOUTH CAROLINA	May-June 1994 (37-46)	1994
Bennington College VERMONT	January-February 2005 (51-54)	2005
Alaska Pacific University	March-April 1995 (91-103)	1995
St. Bonaventure University NEW YORK	January-February 1998 (70-75)	1998
National Park Community College ARKANSAS	May-June 1995 (32-39)	1995
Saint Meinrad School of Theology INDIANA	July-August 1995 (65-73)	1996
Minneapolis College of Art and Design MINNESOTA	May-June 1996 (41-46)	1996
Brigham Young University UTAH	July-August 1996 (51-60)	1997
University of the District of Columbia	May-June 1997 (53-58)	1997
Lawrence Technological University MICHIGAN	September-October 1997 (52-71)	1998
Johnson and Wales RHODE ISLAND	May-June 1998 (46-55)	1998
Albertus Magnus College CONNECTICUT	May-June 1998 (56-62)	1998
Charleston Southern University SOUTH CAROLINA	May-June 1999 (44-50)	1999
University of Oubuque IOWA	January-February 2000 (54-63)	2000
Meharry Medical College TENNESSEE	January-February 2001 (63-77)	2001
University of the Cumberlands KENTUCKY	September-October 2001 (62-73)	2002
Virginia State University	November-December 2004 (56-78)	2005
Our Lady of Holy Cross College LOUISIANA	March-April 2005 (99-113)	2005
Baylor University WASHINGTON	May-June 2005 (47-62)	2005
Cedarville University OHIO	January-February 2007 (60-68)	2007
Nicholls State University LOUISIANA	March-April 2007 (106-120)	2007
North Idaho College	May-June 2009 (58-84)	2009
Stillman College ALABAMA	November-December 2008 (60-69)	2009
Clark Atlanta University GEORGIA	May-June 2009 (85-92)	2009
University of Texas Medical Branch at Galveston	March-April 2009 (94-101)	2009
8thune Cookman University FLORIDA	February 2010	2010
Louisiana State University Baton Rouge	April 2010	2010
Northwestern State University of Louisiana	October 2010	2011
Southeastern Louisiana University	July 2011	2012
	October 2011	2012
	April 2012	2012
	April 2012	2012

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COMITÉ VACANCIES // POSTES À COMBLER

CAUT Standing Committees

CAUT is seeking potential members for its four standing committees of Council and especially encourages members from marginalized groups. Each of the committees has at least eight members (including the chair) and normally meets twice a year.

Position Vacancies

Academic Freedom and Tenure Committee, Three or Four Vacancies (dependent on whether a serving member is elected chair). Members should have considerable involvement in one or more of the following areas: academic freedom, human rights and civil liberties. They must be sympathetic to and have had experience in the defence of academic freedom and tenure and they should be willing and available to dedicate considerable time between meetings to the work of the committee, including promotion of academic freedom, drafting of documents and other related activities.

Collective Bargaining and Economic Benefits Committee, Two Vacancies. Members should have demonstrated experience in collective bargaining. They should be able to commit time between meetings to the work of the committee, including drafting of model clauses, development of policy statements and other related activities.

Librarians Committee, Two Vacancies. Members should have considerable experience and knowledge of the professional interests and academic concerns of librarians at Canadian post-secondary institutions. They ought to be aware of policy matters pertaining to academic rights and working conditions of academic librarians. Members should be willing and available to dedicate significant time between meetings to the work of the committee, including conference planning, drafting or editing documents, responding to enquiries and other related activities.

Contract Academic Staff Committee, Two Vacancies. Members should have experience and knowledge of issues and concerns relating to contract academic staff in Canada's universities and colleges. They should be willing and available to dedicate significant time between meetings to the work of the committee, including conference planning, drafting or editing documents, responding to enquiries and other related activities.

Term of Office

The term of office for members of standing committees is normally three years, with the possibility of one renewal.

Application

CAUT members interested in being on one of these committees should send a completed copy of the standard information form available at www.caut.ca/uploads/sif.pdf to:

Margaret McGovern-Poté
Executive Assistant to the Executive Director
Canadian Association of University Teachers
2705 Queensview Drive
Ottawa Ontario K2B 8K2

Application Deadline

February 1, 2013

Comités permanents de l'ACPPU

L'ACPPU cherche à combler des postes au sein de quatre comités permanents du Conseil. Elle encourage tout particulièrement les membres des groupes marginalisés à poser leur candidature. Chacun de ces comités compte au moins huit membres (dont le président ou la présidente) et se réunit normalement deux fois par année.

Les postes vacants

Comité de la liberté académique et de la permanence de l'emploi, trois ou quatre postes (selon qu'un membre siègeant au sein du comité est élu à la présidence). Les candidats et candidates doivent avoir joué un rôle dans l'un ou plusieurs des domaines suivants : la liberté académique, les droits humains et les libertés civiles. Ils ou elles doivent être sympathiques à la défense de la liberté académique et de la permanence de l'emploi et avoir acquis de l'expérience dans ce domaine. Ils ou elles doivent être disponibles et prêts à consacrer beaucoup de temps aux travaux du comité entre les réunions, notamment à la promotion de la liberté académique, en rédigeant des documents et en exerçant des activités connexes.

Comité de la négociation collective et des avantages économiques, deux postes. Les candidats et candidates doivent avoir une expérience confirmée dans le domaine de la négociation collective. Ils ou elles doivent pouvoir consacrer du temps aux travaux du comité entre les réunions, notamment en rédigeant des clauses modèles, en énonçant des énoncés de principes et en exerçant des activités connexes.

Comité des bibliothécaires, deux postes. Les candidats et candidates doivent avoir une expérience et une connaissance considérables des intérêts de la profession et des préoccupations des bibliothécaires dans les établissements canadiens d'enseignement postsecondaire. Ils ou elles doivent connaître les questions de principe touchant les droits académiques et les conditions de travail des bibliothécaires dans les universités et collèges. Les membres doivent également pouvoir consacrer beaucoup de temps aux travaux du comité entre les réunions, notamment en participant à l'organisation d'un colloque, en rédigeant ou en révisant des documents, en répondant à des demandes de renseignements et en exerçant des activités connexes.

Comité du personnel académique contractuel, deux postes. Les candidats et candidates doivent avoir une expérience et une connaissance des questions et des enjeux qui préoccupent les membres du personnel académique contractuel dans les universités et les collèges au Canada. Ils doivent être disponibles et prêts à consacrer beaucoup de temps aux travaux du comité entre les réunions, notamment en participant à la planification de conférences, à la rédaction ou à la révision de documents, en répondant à des demandes de renseignements et en exerçant des activités connexes.

Mandat

La durée du mandat des membres des comités permanents est normalement de trois ans avec la possibilité d'un renouvellement.

Procédure de demande

Les membres de l'ACPPU désirant siéger à l'un de ces comités sont priés de faire parvenir une copie du formulaire d'information réglementaire, dûment rempli, disponible à www.acppu.ca/uploads/StandardInformationForm-fr.pdf à :

Margaret McGovern-Poté
Adjointe exécutive au directeur général
Association canadienne des professeurs
et professeurs d'université
2705, promenade Queensview
Ottawa (Ontario) K2B 8K2

La date limite

1^{er} février 2013



Canadian Association of University Teachers
Association canadienne des professeurs et professeurs d'université

ACTUALITÉS

Les Canadiens disent oui à des hausses d'impôts pour financer l'éducation

PLUS de la moitié des Canadiens accepterait de payer plus d'impôts pour accroître le financement public de l'éducation postsecondaire. Voilà une des conclusions du dernier sondage commandité par l'ACPPU.

« Cette tendance favorable à des hausses d'impôts au profit des universités et des collèges est la preuve que la qualité et l'accessibilité de l'éducation postsecondaire préoccupent de plus en plus la population », déclare David Robinson, directeur général associé de l'ACPPU.

« Aujourd'hui, les membres de la classe politique et des gouvernements évitent pour la plupart de parler d'impôts, mais les Canadiens savent qu'il n'y a que deux façons de financer des services comme l'éducation : une augmentation des coûts ou une hausse des impôts », poursuit-il. « C'est simple, la majorité d'entre nous choisirait de payer plus d'impôts si cela avait pour effet d'abaisser le coût de l'éducation postsecondaire. »

De plus, 80 % des 2000 Canadiens qui ont répondu au sondage Harris-Decima favorisent un gel ou une baisse des droits de scolarité dans leur province, et 70 % d'entre eux pensent que les étudiants des universités et des collèges n'ont pas le choix de s'endetter lourdement.

Par ailleurs, près de la moitié des Canadiens fait davantage confiance aux professeurs des niveaux universitaire et collégial pour défendre en tout temps les intérêts des étudiants. Les administrateurs des universités recueillent seulement 13 % des appuis et les gouvernements, 12 %.

« Lorsque des questions comme la qualité académique et l'expérience d'apprentissage des étudi-

ants sont sur la table, les professeurs sont vraiment en mesure d'orienter la discussion », affirme M. Robinson. « Cela est particulièrement vrai aujourd'hui, alors que les Canadiens estiment majoritairement que les universités et les collèges s'éloignent de leur vocation première, celle d'offrir un enseignement de bonne qualité, pour se comporter comme des entreprises essentiellement préoccupées par leurs résultats financiers. Sur ce terrain, l'ACPPU et ses associations membres peuvent prendre la parole sur la scène publique afin de défendre les valeurs académiques. »

Les résultats du sondage témoignent aussi d'une remise en question de certains mythes très répandus sur la perception qu'a le public du personnel académique.

Quarante-trois pour cent des personnes interrogées ne croient pas que les professeurs d'université et de collège sont trop payés, alors que 32 % sont de l'avis contraire. Quarante-quatre pour cent ne pensent pas que les membres du personnel académique travaillent moins que d'autres professionnels, comparativement aux 34 % qui estiment qu'ils ont une charge de travail plus légère.

« Un noyau de personnes, environ le tiers de la population, adhère encore au mythe du professeur surpayé et sous-employé, mais la plupart des Canadiens ont une vision différente des choses », soutient M. Robinson. ■

Le sondage téléphonique a été réalisé du 11 au 21 novembre. La marge d'erreur est de plus ou moins 2,2 points de pourcentage, 19 fois sur 20.

English on page A5.

McGill, Wilfrid-Laurier et Waterloo prennent des mesures correctives et évitent le blâme

→ Suite de la PAGE A1

trations des universités Wilfrid Laurier et de Waterloo au sujet de la gouvernance de la Balsillie School of International Affairs (BSIA), dont la création avait été rendue possible en grande partie grâce à un don important fait par Jim Balsillie, ancien chef de la direction de la société Research in Motion. Au cœur des préoccupations de l'ACPPU se trouvaient l'accord conclu avec le donateur ainsi que le document de gouvernance de la BSIA que les deux universités avaient approuvés et qui accordaient au groupe de réflexion privé du donateur — le Centre pour l'innovation dans la gouvernance internationale (CIGI) — un rôle dans les décisions d'ordre académique de la BSIA.

À l'issue de discussions entre l'ACPPU et les deux universités qui ont duré plusieurs mois, « nous en sommes arrivés à la signature d'un protocole d'entente entre les universités et le CIGI qui établit clairement que "ni le CIGI, ni la BSIA,

ni le conseil d'administration de la BSIA, ni le directeur n'a de pouvoir d'aucune sorte à l'égard des questions académiques liées aux programmes d'études (de la BSIA) », a déclaré M. Turk.

Et ce dernier d'ajouter que ce protocole précise pour la première fois que le directeur de l'école Balsillie, nommé par le conseil d'administration de la BSIA, où est représenté le CIGI, « ne joue strictement aucun rôle dans les questions académiques relatives aux programmes offerts par l'une ou l'autre des deux universités, et notamment aucun rôle déterminant dans la nomination des professeurs et doyens et la sélection des étudiants ».

Le protocole d'entente précise en outre que le conseil d'administration limite son rôle aux questions non académiques, en ce qu'il « supervise la gestion des fonctions (de l'école Balsillie) autres que celles liées aux questions académiques et détient l'autorité finale à l'égard du budget et des activités non académiques ». ■

■ ACCOUNTING — Bishop's University. Assistant Professor positions in Accounting, Strategy and Entrepreneurship at Bishop's University. The Williams School of Business is seeking to fill these three tenure track positions. For more information see <http://www.ubishops.ca/faculty/academic-employment.html>

BIOLOGY—Wilfrid Laurier University, The Department of Biology invites applications for a position at the rank of Associate Professor in the Department of Biology. The position is subject to budgetary approval. The position is in the area of Animal Cell Biology. All candidates must have a Ph.D. in Biology with a special concentration for candidates who use cutting edge techniques to investigate biological systems at the cellular level in vertebrates. The position is an exciting and interesting area where research straddles the fields of cell biology, and toxicology or pathology. The position is located in a state-of-the-art facility that includes: ISS, tissue culture facilities and cellular ultrastructure facilities, and a scanning electron microscopy. The successful candidate will have a strong, externally funded research program, a good record of the training of highly qualified post-graduate students, graduate students and postdoctoral scholars, and a solid publication record. The successful candidate will have a minimum of 5 years of service on both internal and external committees. We are seeking a candidate with a strong research background and a strong research reputation in the Department of Biology and Wilfrid Laurier University. Research areas include: cell biology, molecular biology, and molecular genetics. Areas of interest include: cell physiology and toxicology. We anticipate that the successful candidate will build on the existing research program in the Department.

Persons with a program of study. Qualified applicants will have an earned doctorate, a solid record of teaching and research, and a demonstrated commitment to diversity. Experience in establishing research partnerships with private and/or public sectors is an asset. Applicants should submit a curriculum vitae, the names and contact information of 5 referees, a brief sample of their research, and a statement of 2 to 3 pages that describes how this career opportunity will advance their research agenda. Applications addressed to Dr. Le Travette and should be uploaded to the following secure website: <http://www.yrsc.ca/academic/academicsearch>, the heart of Toronto, the largest and most culturally diverse city in the country. Ryerson University is an equal opportunity employer, committed to diversity, equity and inclusion. The University is known for innovative research, teaching and learning, theoretical and practically oriented learning. Our undergraduate and graduate programs are internationally recognized. Our curriculum and strong emphasis on excellence in teaching, research and creative activity, with the largest university-based continuing education sector in Canada. This position is funded by the Social Sciences and Humanities Research Association (RFA). The RFA's website can be found at: <http://www.rfa.ca>. ryerson.ca. For more information, please contact: academicsearch@ryerson.ca or http://www.ryerson.ca/academicsearch/teaching/agreements/rfa_agreement/index.html. A summary of RFA benefits can be found at: http://www.ryerson.ca/academicsearch/teaching/agreements/rfa_agreement/index.html#benefits, by group/rfa/af at a glance.html. Ryerson University is strongly committed to diversity and inclusion. We warmly welcome those who would contribute to the further diversification of our faculty and staff. We are particularly interested in women, visible minorities, Aboriginal people, persons with disabilities, and persons of diverse sexual orientation. Applications from qualified candidates are encouraged to apply; however, Canadians and permanent residents are preferred.

Health Sciences — Brook University. The Department of Community Health Sciences at Brock University is seeking applications for a tenure-track position in the areas of Public Health and Health Policy to complement our unique Bachelor of Public Health degree program. We are currently the Assistant Professor level. Community Health Sciences is a multi-disciplinary department and includes faculty from basic sciences to population sciences to social sciences. Degrees offered include baccalaureate degrees in Public Health, Community Health, Child Health, and Health Sciences. Located within the Faculty of Applied Health Sciences, the Faculty also offers a MA in Community Health, a MSc in Health Services Research, a PhD in Health Services Research, Population and Behavioural Health, and So-

and of Civil Health Studies. Candidates must have a PhD in public health, health policy, community health, or a related field with a strong research background. Applicants will be expected to deliver unique and innovative research. In both introductory and advanced public health, health policy, and health promotion programs, we are seeking outstanding candidates to develop graduate courses in public health. Candidates will also be expected to teach qualitative methods and/or quantitative methods courses. We are looking for individuals to share a proven track record or high potential for research. The ideal candidate will also have a strong commitment to and demonstrated interest in working collaboratively in an interdisciplinary research and teaching environment. Please send a letter of application, curriculum vitae, and three references to: Dr. Terrence Wade, Chair, Department of Community Health Sciences, Faculty of Applied Health Sciences, Brock University, 1800 Strachan Avenue, St. Catharines, ON L2S 3L4. Tel: 905-688-5550, ext. 4226; Fax: 905-688-9345. Closing date for applications is December 31, 2012. This position is a full-time, permanent position. Brock University is actively committed to diversity and the principles of Employment Equity and is an equal opportunity employer for all candidates. Women, Aboriginal people, members of visible minorities, and people with disabilities are especially encouraged to apply and are encouraged to indicate their status on the designated group as part of their application. Candidates who wish to be considered as a member of one or more designated groups should indicate this in their cover letter. Form available at http://www.brocku.ca/webfm_send/1095 and include the completed form with their application. All qualifications are required. However, Canadians and permanent residents will be given priority. More information is available at www.brocku.ca. The University's website www.BrockU.ca

COMPUTER SCIENCE – University of New Brunswick. The Faculty of Computer Science at the University of New Brunswick's Fredericton Campus invites applications for a full-time position in the Department of Computer Science. The position is open to the possibility of renewal for one more year, at the Instructor level beginning May 1, 2013, or earlier if the preferred candidate is available. The successful candidate will have a minimum of a M.Sc. degree in Computer Science or a related field, and will have a minimum of five years of teaching experience. The successful candidate will be responsible for teaching and supervising students in a variety of undergraduate courses, and will have excellent communications skills. A record of successful university-level or professional teaching experience is required. The successful candidate will teach a variety of undergraduate courses with preference being given to persons able to teach one or more of the following areas: 1. Computer Architecture; 2. Operating System; 3. Database Management; 4. Software Engineering; 5. Numerical Methods. Details of academic programs and research interests can be found at www.unb.ca/faculty/computer-science. Interested applicants should submit a cover letter, curriculum vitae, and three references to:

letter specifying the area(s) of interest, along with a resume, and the name, address, phone and email addresses of three academic referees. The Review application will begin in December, 2012 and will continue until the position is filled. This position is subject to final budgetary approval. Application packages should be directed to: Dr. Ali Ghorbani, Dean, Faculty of Computer Science, University of New Brunswick, PO Box 4400, Fredericton, NB, E3B 5A3. Email: fcs@unb.ca (with subject line marked as "FCS Instructor Position"). All qualified candidates are encouraged to apply, however, Canadian Citizens and Permanent Residents will be given priority. Applicants should indicate their nationality on the application.

CRIMINOLOGY – Simon Fraser University. The School of Criminology is inviting applications for one tenure-track position and one limited term position at the Assistant Professor level. The degree program at the School has a well-established undergraduate programme with over 900 majors and minors. It also offers graduate programmes in criminology and the degree program is recognized for exceptional research opportunities which include access to key research centres and institutes including the Criminology Research Centre, the Centre for the Study of the Administration of Justice, the International Cyber-Crime Research Centre, the Institute for Canadian Studies, the Centre for Health, Law and Policy Institute, the Centre for Forensic Research and the Centre for Restorative Justice. The teaching faculty is multidisciplinary and interdisciplinary. It consists of 30 members. **POSITION ONE:** Assistant Professor, Tenure Track. Duties: To undertake research, and to teach at the undergraduate and graduate levels in the field of criminology in restorative justice, correctional practice, or criminological/criminal justice theory. Applicants may be required to teach other courses in the program. **POSITION TWO:** Assistant Professor, Limited Term. Duties: To undertake research, and to teach at the undergraduate and graduate levels in the field of criminology in restorative justice, correctional practice, or criminological/criminal justice theory. Applicants may be required to teach other courses in the program. **QUALIFICATIONS:** A PhD with a postgraduate research or teaching award.

degree completed by September 1st, 2013. Is required although applicants who are close to completion may be considered. Applicants must specialize in restorative justice and have a minimum 2.5 GPA in their criminal justice degree. 2. POSITIV 2ND Assistant Professor, Three Year Limited Term. DUTIES: To undertake research, and to teach and supervise students in the Department in the School of Criminology in the area of cyber crime. Applicants may be required to teach other courses to be determined upon appointment. A minimum 2.5 GPA in an equivalent degree completed by September 1st, 2013 is required although applicants who are close to completion may be considered. Applicants must have a minimum 2.5 GPA in cyber crime. NOTE: Simon Fraser University is committed to the principle of equity in employment and offers equal opportunities to all qualified persons, including visible minorities, Aboriginal people and persons with disabilities. These are entry-level positions (Assistant Professor). Only those with a minimum 2.5 GPA in the relevant field of the rank will be considered. All qualified can-

dates are encouraged to apply; however, candidates and permanent residents of the given country. Under the authority of the University of California, the authority of the University of California is required by the University for academic appointment competitions will be collected. For further details see: <http://www.safu.ca/academic>

Notice Item: Positions subject to final budgetary approval. **DATE:** Successful candidates will start on September 1, 2013. **SALARY:** Dependent upon qualifications and experience. Successful candidates will be hired at the rank of Assistant Professor.

APPLICATIONS: Applications will be accepted until January 31st 2013. Applications will be treated in confidence and should be sent with a curriculum vitae, a sample publication list, and a list of references and addresses of referees to the Department of Chemistry, School of Chemistry, University of California, 108 Shoup Hall, University of California, Santa Barbara, CA 93106-5080. For more information, please contact: e-mail applications and appointments will not be accepted. Professor Robert M. Gordon, Director, School of Chemistry, University of California, Santa Barbara, CA 93106-5080. Tel: 724 782 4343, Fax: 724 782 4356. E-mail: rmg@chem.ucsb.edu

EARLY CHILDHOOD STUDIES Ryerson University, The School of Early Childhood Studies in the Faculty of Community Services (www.ryerson.ca/ecs) in Toronto invites applications for two (2) Limited Term Faculty positions, effective September 1, 2013 to August 31, 2014. Successful candidates will be expected to teach three (3) half courses in the Fall and Spring semesters. Successful candidates will have no research obligations. The School of Early Childhood Studies is a strong international leader in the field of Early Childhood Studies or a related field with a strong interest and background in Early learning curriculum, demonstrated excellence in teaching and research, and a desire to meet high expectations of collaboration and collegial service. The School of Early Childhood Studies is a vibrant and growing faculty members, and prides itself both on the quality of its teaching and on the breadth and excellence of its research. The School of Early Childhood Studies is one of the largest of its kind in Canada, with a proud history and an excellent reputation nationally and internationally. The School of Early Childhood Studies has consistently demonstrated its relevance to the learning needs of the communities it serves and its commitment to the advancement of professional interests. The School offers a four-year Bachelor of Arts (BA) program and a degree completion program for graduate students. The School also offers certificate programs. A Masters of Arts in Early Childhood Studies, focusing on diversity and inclusion, is also available. The School also offers a plus laboratory school serving 57 children provides practice teaching experience for students and faculty members. Faculty members

MAIL
CAUT Bulletin
2705 Queensview Dr.
Ottawa, Ontario
K2B 8K2

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WWW.CAUBULLETIN.CA/ADS

Closing dates to place, change, renew, or cancel your advertising material in the *CAUT Bulletin* are listed below. Ad placement closing dates are also the materials due dates. Requests for copy changes, art changes, cancellations, late postings or renewals will generally not be accepted after an ad closing date, and none should be presumed executed without acknowledgment from the *Bulletin*.

ISSUE NUMÉRO	CLOSING DATE DATE DE TOMBÉE
September 2012 septembre	August 08 août 2012
October 2012 octobre	September 12 septembre 2012
November 2012 novembre	October 10 octobre 2012
December 2012 décembre	November 07 novembre 2012
January 2013 janvier	December 05 décembre 2012
February 2013 février	January 09 janvier 2013
March 2013 mars	February 06 février 2013
April 2013 avril	March 13 mars 2013
May 2013 mai	April 10 avril 2013
June 2013 juin	May 08 mai 2013

Les dates de tombée pour réserver, modifier, renouveler ou annuler une annonce à publier dans le *Bulletin de l'ACPPU* sont indiquées ci-dessus. Les dates de tombée des annonces sont aussi les dates de soumission du texte publicitaire. De façon générale, la rédaction du *Bulletin* n'acceptera pas les modifications au texte et aux illustrations, les annulations, les renouvellements ni le matériel soumis en retard après la date de tombée des annonces. Il ne peut être présumé que l'une ou l'autre de ces requêtes a été exécutée sans la confirmation expresse de la rédaction du *Bulletin*.

The CAUT Bulletin will not accept advertisements from for-profit post-secondary institutions or job advertisements restricting applications on grounds of race, national origin, religion, colour, sex, age, marital status, family status, ethnicity, disability, sexual preference, social origin, or political beliefs or affiliation. CAUT expects that all positions advertised by its members will be open to all Canadians without regard to race, national origin, religion, colour, sex, age, marital status, family status, ethnicity, disability, sexual preference, social origin, or political beliefs or affiliation. CAUT does not require that all positions be open to all Canadians without regard to race, national origin, religion, colour, sex, age, marital status, family status, ethnicity, disability, sexual preference, social origin, or political beliefs or affiliation. However, if an institution has accepted except where the language is consistent with human rights legislation. Where any bona fide reasons for exemption from general policy stated above exist, it is the responsibility of the institution which intends to place a restrictive advertisement to provide evidence of such exemptions. The website www.caut.ca/pages.asp?response=247&lang=1 contains fundamental statements of principle which reflect key priorities of this organization. The CAUT Bulletin thereby reserves the right to refuse advertisements from any post-secondary institution where such advertisement or practice of the institution appears to contravene the principles set forth in the CAUT Bulletin.

As a service to CAUT members interested in positions available in other countries, the *Bulletin* accepts advertisements for these positions. The view of academic freedom and the extent to which it is protected in other countries may vary. Except in the case of the United States, where the American Association of University Professors (AAUP) investigates alleged violations of academic freedom, there is no method by which we can provide any verifiable information concerning the state of academic freedom at institutions outside of Canada. CAUT publishes a list of colleges and universities censured by AAUP twice a year. Further information about those censures can be obtained by writing to AAUP, 1133 Nineteenth Street, NW, Suite 200, Washington, DC 20036; tel: (202) 737-5900 or visit www.aaup.org.

La *Bulletin de l'ACPPU* n'accueille ni les publicités des établissements postsecondaires à but lucratif ni les offres d'emploi qui restreignent les candidatures pour des raisons de race, d'origine raciale, de religion, de couleur, de sexe, d'âge, d'état civil, de situation familiale, ethniques, d'incapacité, d'orientation sexuelle, d'origine sociale ou de convictions ou d'attachés politiques/généralistes. L'ACPPU s'attend à ce que toutes les postes annoncées dans le *Bulletin* soient ouvertes aux hommes et aux femmes. Les annonces utilisant un langage restrictif ne sont pas acceptées. Les annonces qui contiennent des préjugés ou des stéréotypes négatifs sur une base raciale, ethnique, sexuelle ou religieuse ne seront publiées. Une telle pratique peut entraîner une annonce restrictive de fournir à la rédaction du *Bulletin* une déclaration expliquant ces raisons. L'énoncé des principes fondamentaux de l'ACPPU sur la liberté académique (www.acppu.ca/pages.aspx?page=247&lang=2) reflète les priorités clés de cette organisation. Le comité de rédaction du *Bulletin de l'ACPPUS* se réserve le droit de refuser de publier les annonces d'un établissement postsecondaire si celui-ci est incapable de démontrer le droit de refuser de publier les annonces d'un établissement postsecondaire démontrent l'existence d'une intention de restreindre la liberté académique (ou restriction) en fait celle-ci).

The *Bulletin* accepts the offers of employment at the University of Canada à titre de service pour les membres de l'ACPPU qui pourraient être intéressés. La participation de l'extérieur académique et du degré de protection peuvent varier d'un pays à l'autre. À l'exception des États-Unis, de l'Association of University Professors en question sur des pratiques professionnelles de l'extérieur académique, n'existe aucune méthode pour permettre de vérifier la situation d'un liste de académique dans les établissements postsecondaires étrangers. Deux fois par année, l'ACPPU publie une liste des collèges et des universités lesant l'objet de censure par l'AUP. Pour obtenir des renseignements supplémentaires sur ces censures, prière d'écrite à l'AUP, 1133 Nineteenth Street, NW, Suite 200, Washington, DC 20036; tél.: (202) 732-5400; ou de visiter www.aupn.org.

CAREERS CARRIÈRES

CRC TIER II IN ENVIRONMENTAL HISTORY

The History and Geography Departments together are seeking a candidate with significant research promise and a demonstrated record of external funding. Applicants should demonstrate a commitment to multidisciplinary and collaborative research. The successful candidate will play a significant role in the MA History and/or MES/MESc.

Applicants should demonstrate potential as leaders in their field, excellent research skills and a graduate supervision record. The appointment will be for a tenure-track position at the level of Assistant or Associate Professor. The position is eligible to apply for infrastructure support from the Canada Foundation for Innovation (CFI).

Nipissing University is an equal opportunity employer but strongly encourages applications from women, members of visible minorities and Aboriginal persons. Applicants are encouraged to submit a letter of application, curriculum vitae, statements of both research interests and teaching philosophy, 3 letters of recommendation and teaching evaluation (if available).

For more information please visit <http://www.nipissingu.ca/departments/human-resources/recruitment-and-selection/faculty-positions/Pages/default.aspx>

Applications should be sent to:

Chair, CRC Search Committee
Office of the Vice-President, Academic and Research
Nipissing University
100 College Drive, Box 5002
North Bay, ON P1B 8L7
E-mail: vpr@nipissingu.ca

Application deadline: consideration of applications will begin (January 4, 2013) and will continue until the position is filled.



www.nipissingu.ca

L'ÉCOLE DE SCIENCE INFIRMIÈRE DU CAMPUS DE MONCTON SOLICITE DES CANDIDATURES AUX POSTES À TEMPS PLEIN SUIVANTS :

PROFESSEURS OU PROFESSEURES EN SCIENCE INFIRMIÈRE

Deux (2) postes menant à la permanence d'emploi, pour divers champs d'intérêt de la profession

Entrée en fonction : 1^{er} juillet 2013
Fermeture du concours : 15 mars 2013

CHARGÉES OU CHARGÉS D'ENSEIGNEMENT CLINIQUE

Un (1) poste temporaire de cinq (5) ans renouvelable pour infirmière praticienne ou infirmier praticien en soins de santé primaires, pouvant être scindé en deux demi-postes

Deux (2) postes temporaires de trois (3) ans dans divers secteurs

Entrée en fonction : 1^{er} juillet 2013
Fermeture du concours : 15 mars 2013

Pour une description détaillée de ces postes et pour postuler, cliquez sur l'onglet « Offres d'emploi » de notre site Internet, au www.umoncton.ca (au milieu et à l'extrême droite de la page d'accueil) et consultez la section « Corps professoral – Professeurs et professeurs ».



UNIVERSITÉ DE MONCTON
CAMPUS DE MONCTON

L'Université de Moncton souscrit à l'exigence d'équité en matière d'emploi et encourage les candidatures de toute personne qualifiée, femme ou homme, incluant les autochtones, les personnes handicapées et les membres des minorités visibles. Conformément aux exigences relatives à l'immigration au Canada, ces concours s'adressent en priorité aux citoyens et citoyens canadiens ainsi qu'aux personnes ayant obtenu le droit d'établissement au Canada.

School are actively involved in teaching, research, community outreach and international development projects. Located in the heart of Moncton, the largest and most culturally diverse city in Canada, Ryerson University is committed to diversity, equity and inclusion. The University is known for innovative programs built on the integration of theoretical and practical oriented learning. Our undergraduate and graduate programs are distinguished by a professionally focused curriculum and strong emphasis on excellence in teaching, research and creative activities. Ryerson is also a leader in adult learning, with the largest university-based continuing education school in Canada. Applications for the two Limited-Term Faculty positions should include a letter of application, a curriculum vitae and, if available, the results of teaching surveys (or equivalent evidence, such as a teaching dossier), and should be sent to: Dr. Rachel Langford, Director, School of Early Childhood Studies, 350 Victoria Street, Toronto, Ontario, Canada, M5B 2K3. Confidential inquiries can be directed to Dr. Rachel Langford, School Director, at rlangford@ryerson.ca. Applications will be accepted by email but not by fax. The closing date is January 31, 2013, or until the positions are filled. These positions fall under the jurisdiction of the Ryerson Faculty Association (www.rfa-person.ca). For details on the Ryerson Faculty Association Collective Agreement and the University's RFA Benefits Summary, please visit www.ryerson.ca/teaching/agreements/rfa-agreement/index.html and http://www.ryerson.ca/rfa/benefits/benefits_by_group/rfa/rfa_at_a_glance.html respectively. Ryerson University is strongly committed to fostering diversity within our community. We welcome those who would contribute to the further diversification of our faculty and its scholarship, including, but not limited to, women, visible minorities, Aboriginal people, persons with disabilities, and persons of any sexual orientation or gender identity. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

ECONOMICS – Brock University. The Department of Economics at Brock University invites applications for probationary tenure track appointments as assistant professor commencing July 1, 2013, subject to final budgetary approval. Successful applicants will have completed a PhD in Economics, or be very near completion in which case they will be initially appointed as a lecturer, and will be expected to engage in scholarly research and publication, teach undergraduate and graduate courses, and participate in university service. We encourage all strong candidates to apply but preference will be given to those who specialize in International Trade. Applications should be received by January 1, 2013 to guarantee full consideration, but will be accepted until the position is filled. To apply, please submit a cover letter, curriculum vitae, job market paper, evidence of teaching effectiveness, and three reference letters sent directly by the referee. Applications may be submitted in either hard copy or electronically, although electronic copies are preferred. To: Professor or Lester M.K. Kwong, Department of Economics, Brock University, 500 Glenora Ave., St. Catharines, Ontario, L2S 3A1, CANADA. Email: econsearch@brocku.ca. Brock University is actively committed to diversity.

CIVIL ENGINEERING
LASSONDE INSTITUTE OF MINING
University of Toronto

Associate/Full Professor in Mining-Related Disciplines, Endowed Chair

The University of Toronto's Department of Civil Engineering and Lassonde Institute of Mining invite applications for a tenure-stream position at the rank of Associate or Full Professor. The successful candidate will be appointed to a prestigious Endowed Chair and be expected to take a leadership role in the Lassonde Institute of Mining. The Endowed Chair appointment is for a five-year term with the possibility of renewal following a favourable review. The successful candidate will commence his/her duties on July 1, 2013 or as soon as possible thereafter.

The Department of Civil Engineering at the University of Toronto is committed to excellence in teaching and interdisciplinary research. Candidates must have exceptional undergraduate and graduate teaching in disciplines related to mineral/mining engineering and an international reputation for innovative research in any area related to the mineral/mining industries.

The Lassonde Institute of Mining promotes and facilitates cross-disciplinary research related to challenges facing the mineral and energy sectors. Lassonde Mineral Engineering crosses traditional university disciplines to provide a diversified undergraduate education in the areas of mining, geology, and other relevant applied science and engineering. Graduates are highly sought by industry, consulting and research establishments.

Candidates should hold a doctoral degree, be eligible for registration as a Professional Engineer in Ontario, and must have demonstrated leadership, administrative capabilities, communication skills and a strong vision to develop the potential synergies that are available at the University of Toronto. Evidence of excellence in teaching and research is required. Salary will be commensurate with qualifications and experience.

All qualified candidates are invited to apply on-line at <http://www.jobs.utoronto.ca/faculty.htm> to Requisition ID: 1201583. Applications should include a cover letter, curriculum vitae, teaching dossier (including a statement of teaching philosophy), and a statement outlining current and future research interests. If you have questions about this position, please contact chair.civil@utoronto.ca. All application materials should be submitted online. The UoT application system can accommodate up to five attachments (10 MB) per candidate profile; please combine attachments into one or two files in PDF/MS Word format. Submission guidelines can be found at: <http://uoft.me/how-to-apply>.

Applicants should also ask at least three referees to send letters directly to the department via e-mail to chair.civil@utoronto.ca. The closing date for receipt of applications is February 28, 2013 or until the position is filled. Applications will be reviewed when they are received.

The University of Toronto is strongly committed to diversity within its community. The University especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.



McGill

Assistant Professors in Bioengineering

The Department of Bioengineering at McGill University invites applications for four tenure-track faculty positions. McGill University is a leading research-intensive academic institution in Canada, attracting over one-half billion dollars in competitive research funding each year. The positions are preferably at the Assistant Professor level, but outstanding senior candidates are also encouraged to apply. Rank will be determined by the qualifications of the successful applicant and salary will be commensurate with rank and experience. Successful candidates will play leading roles in establishing the Department of Bioengineering within the Faculty of Engineering and maintaining McGill's international reputation of excellence in research and teaching.

We are seeking highly qualified candidates with expertise in one or more of the following areas: biomedical microdevices, such as microarrays, lab-on-a-chip and biosensors; biomaterials, cell and tissue engineering; biological engineering, in particular concerning the applications of nanotechnology; and applications of computational and system theory to biology, biochemistry or biophysics. Candidates must have a Ph.D., preferably with a first degree in engineering, and a strong commitment to excellence in research and teaching. Evidence of outstanding research achievement is indispensable. All appointees will be expected to be, or become, members of a Canadian professional engineering association.

Applications will be reviewed as they are received. To ensure optimal consideration, applications must be submitted by **January 31, 2013**. The Faculty intends to fill the positions by August 1, 2013.

Qualified applicants are invited to submit a resume, together with names and contact information (mail, phone and email) of three references, a two-page statement outlining research and teaching goals, and copies of recent publications to:

Professor Dan V. Nicolau
Chair, Department of Bioengineering
McGill University
817 Sherbrooke Street West, Room 378
Montreal, Quebec, Canada H3A 0C3
E-mail: facultysearch.bioeng@mcgill.ca

Please reference the source of the ad when applying for, or inquiring about, this job announcement.

All qualified applicants are encouraged to apply; however, Canadians and permanent residents will be given priority. McGill University is committed to equity in employment and diversity. It welcomes applications from indigenous peoples, visible minorities, ethnic minorities, persons with disabilities, persons of minority sexual orientations and gender identities and others who may contribute to further diversification.

www.mcgill.ca

CAREERS CARRIÈRES

mitted to diversity and the principles of Employment Equity and invites applications from all qualified candidates. Women, Aboriginal peoples, members of visible minorities, and people with disabilities are especially encouraged to apply and may choose to identify themselves as a member of a designated group as part of their application. Candidates who wish to have their application considered as a member of one or more designated groups should fill out the Self-Identification form available at http://www.brocku.ca/webfm_send/1095 and should include the completed form in their application. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. More information on Brock University can be found on the University's website: www.brocku.ca.

L
■ LIBRARY & INFORMATION SCIENCE — **Ryerson University.** The Library and Information Science program in the Faculty of Information and Media Studies (FIMS) at The University of Western Ontario Welles offers a probationary appointment (tenure-track) at the rank of Assistant Professor. We are particularly interested in candidates with a research record and interests in the areas of workplace labour and management issues, as they pertain to librarianship, and the ability to teach our required MUS offering in "Managing and Working in Information Organizations." An ability to offer courses that might be cross-listed with other graduate programs in the Faculty or to contribute to the curriculum of our undergraduate program would also be an asset. The normal teaching workload in FIMS is four full courses per academic year. Library and Information Science education at Welles is offered in research intensive graduate programs, including a new joint program in Health Information Science, that currently houses approximately 220 M.L.S. students and more than 25 PhD candidates. Founded upon interdisciplinary, creative inquiry, critical thinking and the interweaving of theory and practice in professional and scholarly contexts, the graduate programs in LIS are committed to the exploration, adaptation, and application of the knowledge base of librarianship to the problems and challenges posed by current information environments. Information about the Faculty and descriptions of its courses are available at <http://www.fims.uwo.ca>. The Faculty of Information and Media Studies is one of eleven academic faculties in The University of Western Ontario, one of Canada's foremost research intensive universities. Applicants should have a PhD completed or nearing completion in LIS or a related discipline, and appointments will be commencing on July 1, 2013. Interested candidates are invited to send their curriculum vitae, sample publications, three letters of reference, and a cover letter outlining their interest in the position by February 1, 2013 to: Dr. Thomas Carmichael, Dean, Faculty of Information and Media Studies, North Campus Building, The University of Western Ontario, London, ON, Canada, N6A 5B7; Phone: (519) 661-4235; Fax: (519) 661-3526; or electronically to: fimsinfo@uwo.ca. Positions are subject to budget approval.

proval. Applicants should have fluent written and oral communication skills in English. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal people and persons with disabilities.

M
■ MANAGEMENT — **Ryerson University.** **SHAPING FUTURES ONE AT A TIME.** The Department of Entrepreneurship & Strategy in the Ted Rogers School of Management at Ryerson University, in Toronto, invites applications for one tenure-track position at the Assistant Professor level of a rank commensurate with experience. The position commences August 1, 2013, and is subject to final budgetary approval. The Ted Rogers School of Management offers distinctive Bachelor of Commerce (BComm) and graduate (MBA and MMSci) degrees in six schools: Business Management, Finance and Accounting, Hospitality and Tourism, Business Technology Management, Health Services Management, and Retail Management. Located in the heart of downtown Toronto's diverse business community, our Bay St. location reinforces our strong links to the heart of corporate Canada. With an emphasis on relevant curriculum and excellence in teaching and research, our Schools continue to demonstrate their commitment to innovation and program quality by combining academic rigour with real-world learning. To learn more about our Schools, please visit www.ryerson.ca/tedrogersschool. Applicants must hold a PhD with advanced studies in entrepreneurship, strategy, or a related field such as management, sociology, or psychology. Candidates should demonstrate a successful record of scholarship, including publications in peer-reviewed journals. Candidates should also demonstrate excellence in teaching at both undergraduate and graduate levels, a track record for collaboration and collegial service, and the ability to work with student groups. Please forward electronic copies of your detailed CV, a statement of teaching and research interests, one sample publication, and one sample teaching evaluation, by December 31, 2012, to: Dave Vallee, Chair, Department of Entrepreneurship & Strategy, c/o Kelly McHale, at kmc@ryerson.ca. Three confidential letters of recommendation must be submitted and must be forwarded by their authors directly to the same address. Located in the heart of Toronto, the largest and most culturally diverse city in the country, Ryerson University is committed to diversity, equity and inclusion. The University is known for innovative programs built on the integration of theoretical and practical oriented learning. Our undergraduate and graduate programs are distinguished by a professionally focused curriculum and strong emphasis on excellence in teaching, research and creative activities. Ryerson is also a leader in adult learning, with the largest university-based continuing education school in Canada. This position falls under the jurisdiction of the Ryerson Faculty Association (www.rfa.ryerson.ca).



TIER 2 CANADA RESEARCH CHAIR IN EPIGENETICS Schulich School of Medicine & Dentistry / Faculty of Science

The Schulich School of Medicine & Dentistry and the Faculty of Science at Western University — one of Canada's leading research-intensive universities — seek applicants for a Tier 2 Canada Research Chair (CRC) in Epigenetics. In accordance with the regulations set for Tier 2 CRCs (www.chairs-chaire.gc.ca/home-accueil-eng.aspx), the candidate will have received their PhD within the last 10 years and will be an excellent emerging researcher who has demonstrated creativity and innovation, and the potential to achieve international recognition in the broad field of epigenetics. The Candidate must propose an original and innovative research program that will attract excellent trainees and future researchers.

The Tier 2 CRC will be expected to establish an independent, externally-funded research program. We seek candidates with a strong research record and expertise in epigenetics with a particular focus on mechanisms, health and disease. Special consideration will be given to the following subspecialties: developmental biology, cell signalling, cell commitment/pluripotency, regulation of cell growth, and genomics. Researchers with expertise complementing existing areas of research strength within the Schulich School of Medicine & Dentistry (www.schulich.uwo.ca) and Faculty of Science (www.uwo.ca/biology) are encouraged to apply. The successful applicant will have excellent opportunities to collaborate with other researchers in epigenetics and genomics at Western, its affiliated research institutes and the Collaborative Graduate Program in Developmental Biology (www.devbio.uwo.ca).

The successful applicant must hold a PhD and/or an MD, DDS or equivalent, and will be appointed to a tenure-track position at the level of Assistant Professor or Associate Professor (if qualifications and experience warrant). The appointment will be made to the Department of Physiology and Pharmacology (Schulich School of Medicine & Dentistry) and Department of Biology (Faculty of Science), with an opportunity for a cross-appointment to an appropriate clinical department, and for consideration of an appointment as a Scientist at the Robarts Research Institute (www.robarts.ca), and/or the Lawson Health Research Institute (www.lawsonresearch.com).

Western has a full time enrollment of about 32,000 students in a range of academic and professional programs. Further information about the Schulich School of Medicine & Dentistry can be found at www.schulich.uwo.ca, the Faculty of Science at www.uwo.ca/sci and Western at www.uwo.ca. Western's Recruitment & Retention Office is available to assist in the transition of successful applicants and their families.

Please send i) a detailed curriculum vitae, ii) a brief description of current research program, accomplishments, and future plans, iii) copies of representative publications, and iv) the names of three referees to:

**Dr. Denise Figlewicz, Vice Dean, Research & Innovation
Schulich School of Medicine & Dentistry, Suite 1240A, Robarts Research Institute
Western University, London, Ontario CANADA N6A 5C1
selection.committee@schulich.uwo.ca**

Applications will be accepted until the position is filled. Review of applicants will begin after February 1, 2013.

Positions are subject to budget approval. Applicants should have fluent written and oral communication skills in English. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal people and persons with disabilities.

CANADA'S PREMIER UNDERGRADUATE EXPERIENCE



St. Francis Xavier University intends to nominate an exceptional individual for the Canada Research Chair in Leadership for Sustainability and Social Change. Accordingly the University is seeking excellent candidates with a demonstrated creative research record in leadership and sustainability. The University identifies sustainability, Social Justice and the Development of Leadership as areas which link the research clusters of the recently revised University Strategic Research Plan and to which the research clusters contribute. The opening of the McKenna Centre for Leadership further highlights the University's emphasis on Developing Leadership for Social Change.

The Canada Research Chair in Leadership for Sustainability and Social Change will engage in research aimed at understanding and fostering leadership as a process that builds capacity of all learners as collaborative, participatory, and service oriented citizens within a framework that promotes environmental, economic, cultural, and community based sustainability. In addition to leading his/her own original, innovative high quality research program, the successful applicant is expected to promote collaborative research dedicated to leadership as a process leading to sustainability and social change among researchers and communities. StFX is committed to ensuring productive research involvement of undergraduate and graduate students, and post doctoral fellows. The successful candidate will have the potential to attract excellent students and to mentor future researchers.

The nomination will be at the Tier 2 level of Canada Research Chair. More information on the CRC program can be found at:

www.chairs-chaire.gc.ca

This position is subject to review and final approval by the CRC Secretariat in Ottawa. Contingent on success of the CRC nomination, the successful applicant will be offered a position of the rank of assistant or associate professor in the appropriate academic department. Salary and rank will depend on experience and qualifications.

Consideration of applications will commence January 7, 2013. Applications must include your curriculum vitae, and a description of your proposed research program with a summary of your experience with HOP training and plans for HOP training. The names of three referees must be included with the application. Applications should be sent to:

Dr. K. DeBell,
Associate Vice-President Research,
St. Francis Xavier University,
PO Box 5000, Antigonish,
Canada. B2G 2W5

The University Strategic Research Plan is available at: <http://sites.stfx.ca/research/>

St. Francis Xavier University is committed to the principle of employment equity. The University encourages applications from women, minority and marginalized groups.

Lakehead UNIVERSITY

Vice-Provost (Aboriginal Initiatives)

Lakehead University is seeking nominations and applications for the position of Vice-Provost (Aboriginal Initiatives).

Lakehead is a comprehensive university with a reputation for innovative programs and cutting-edge research. With campuses located in Thunder Bay and Orillia, Lakehead has approximately 8,600 students, 11% of whom are Aboriginal students, and 319 fulltime faculty. Known for its multidisciplinary teaching approach and its emphasis on collaborative learning and independent critical thinking, Lakehead offers a variety of degree programs at the undergraduate, Master's and doctoral levels, as well as on-campus and community-based programs, continuing education and distributed learning. The University offers specific Aboriginal Programs such as Honours Bachelor of Education (Aboriginal), Native Language Instructors' Program, Native Teacher Education Program, and Native Nurses Entry Program. In addition, Lakehead has a Native Access Program and the Nanabijou Aboriginal Graduate Enhancement Program. Further, there is a Department of Indigenous Learning at Lakehead University and Native Language Programs are also offered. The University also has a Canada Research Chair in Indigenous Education.

The Vice-Provost (Aboriginal Initiatives) is the senior administrative officer responsible for Aboriginal academic programming, Aboriginal student support services and Aboriginal community relations. The Vice-Provost reports to the Provost & Vice-President (Academic) and works with Oceans' Council and Lakehead University Senate (for academic programming), the Vice-Provost for Student Affairs (for student support services), and the Ogimawin-Aboriginal Governance Council (for community relations) to implement Lakehead University's mission-specific commitment "to work with Aboriginal peoples in furthering their educational aspirations."

The Vice-Provost (Aboriginal Initiatives) heads the Office of Aboriginal Initiatives. More specifically, Aboriginal Initiatives facilitates a centralized cooperative approach to Aboriginal programming, external community liaison and services to

students offered on and off campus. The mandate of this office is to provide leadership in Aboriginal development and to advance, within the University community, an understanding of Aboriginal culture, heritage and language through activities which heighten the awareness of Aboriginal issues and identity.

The successful candidate will be someone who is familiar with the post-secondary system and who has a strong record of leadership and administration, preferably with a PhD; however, strong applicants possessing a Master's degree will be considered. The new Vice-Provost will build on the past success of the Office of Aboriginal Initiatives. He/she will have the vision, energy and drive to continue to develop the University's profile and commitment to Aboriginal initiatives. Applicants must be aware of and support Aboriginal history and culture. Knowledge of Aboriginal issues specific to Northern Ontario would also be a decided asset.

Located at the head of Lake Superior, Lakehead's Thunder Bay campus is one of the most beautiful in Canada. Lakehead University's newest campus, opened in 2006, is located in beautiful cottage country in Central Ontario in the city of Orillia. Further information about this singular university and its enterprising ways can be found at www.lakeheadu.ca.

Lakehead University is an equal opportunity employer. Preference will be given to Aboriginal applicants who meet the requirements for the position. The Search Committee will begin considering potential candidates immediately and will continue until the position is successfully filled. The appointment is for a term of five years and is renewable. Applications, including a letter of introduction, curriculum vitae, and the names of three referees (who will not be contacted without consent of the applicant), should be submitted in confidence to the address shown below.

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CAREERS CARRIÈRES



William G. Davis Chair in Community College Leadership

ASSOCIATE / FULL PROFESSOR
DEPARTMENT OF LEADERSHIP, HIGHER AND ADULT EDUCATION

The Ontario Institute for Studies in Education, University of Toronto invites applications from outstanding scholars for a tenure-stream position in Higher Education at the Associate or Full Professor level. The successful applicant will be of sufficient stature to be appointed as a tenured professor and holder of the William G. Davis Chair in Community College Leadership for a five-year term (renewable).

We seek applicants with a distinguished record of excellence in teaching and research on colleges, community colleges, and non-university institutions. This sector is dynamic, with institutional roles changing, many equity issues relating to access, process, and mobility, and significant issues relating to inter-institutional coordination. We seek a scholar with a good understanding of these and other issues in this sector, in Canada and internationally.

The appointment will be to the Department of Leadership, Higher and Adult Education (LHAE). The Higher Education program in the department is internationally recognized, and the only doctoral program in Higher Education in Canada. The holder of the Davis Chair is expected to enhance research and policy discourse on the role of community colleges and other non-university post-secondary institutions, carry out research, teaching, and service activities expected of LHAE faculty, and lead OISE's community college initiatives.

Salary will be commensurate with qualifications and experience. Successful candidates will have a doctoral degree, a distinguished program of research and publication, and the ability to make a strong contribution to teaching and to building leadership and research capacity in the Ontario college sector.

Applications should include a cover letter, curriculum vitae, teaching dossier (including a statement of teaching philosophy), and a statement outlining current and future research interests and three representative publications. If you have any questions about the position, please contact karen.dinsdale@utoronto.ca. All application materials should be submitted online at: <http://uofof.me/academicopportunities>.

The Uofof application system can accommodate up to five attachments (10MB) per candidate profile; please combine attachments into one or two files in PDF/MS Word format. Submission guidelines can be found at: <http://uofof.me/how-to-apply>. Applicants should also ask at least three referees to send letters directly to the department via e-mail to karen.dinsdale@utoronto.ca by the closing date January 15, 2013.

Established in 1827, the University of Toronto is Canada's largest and most research-intensive university and the only Canadian university to be named in the top 25 in the Times Higher Education World University Rankings. Located in and around Toronto, one of the world's most diverse cities, the University of Toronto's vibrant academic life is enhanced by the cultural diversity in its community.

The Ontario Institute for Studies in Education (OISE) has, for more than a century, made a major contribution to advancing education and related social sciences and professions at home and around the world. With more than 72,000 alumni, close to 3000 students, and 20 research centres, ours is an intellectually rich and supportive scholarly community. OISE is especially interested in candidates who can contribute to the diversity and excellence of our community through their research, teaching, and service.

For more information about the Ontario Institute for Studies in Education and the Department of Leadership, Higher and Adult Education visit our home page.

www.oise.utoronto.ca

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual orientation groups, and others who may contribute to the further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

J.H. Stewart Reid Memorial Fellowship Bourse commémorative J.H. Stewart Reid pour études doctorales

Deadline APRIL 30 AVRIL Date limite

2013-2014

The J.H. Stewart Reid Memorial Fellowship Trust was founded to honour the memory of the first executive secretary of CAUT.

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<http://stewartreid.caut.ca>

ca). For details on the Ryerson Faculty Association Collective Agreement and the University's RFA Benefits Summary, please visit http://www.ryerson.ca/teaching/employment/rfa_agreement/index.html and http://www.ryerson.ca/rfa/benefits/benefits_by_group/rfa/index.html respectively. Ryerson University is strongly committed to fostering diversity within our community. We welcome those who would contribute to the further diversification of our faculty and its scholarship, including, but not limited to, women, visible minorities, Aboriginal people, persons with disabilities, and persons of any sexual orientation or gender identity. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

MECHATRONIC SYSTEMS ENGINEERING (POWER ELECTRONICS) – Simon Fraser University. The Faculty of Applied Sciences, Simon Fraser University, announces a tenure-track position in the area of Power Electronics at the rank of Assistant or Associate Professor beginning on July 1, 2013. The appointee must be in the School of Mechatronic Systems Engineering (MSE). Research areas of interest for the position include a range of applications including, but not limited to, electric vehicles, modern transportation systems, industrial electronics, smart grid, and alternative energy. Applicants must have a PhD and undergraduate degree in Electrical or a related discipline in Engineering, have demonstrated excellence or have strong potential in teaching, and possess a strong commitment to research and scholarship, as reflected in refereed publications. Industrial experience will be an asset. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University is committed to employment equity. For further details see: <http://www.sfu.ca/vacancies/electrical/electrical/electrical.htm>. To apply, send a curriculum vitae including a statement of career objectives, names, addresses, email addresses, and phone numbers of three referees to: Dr. John Jones, Acting Director, School of Engineering Science, Simon Fraser University, 8888 University Drive, Burnaby, BC, Canada, V5A 1S6; Phone: (778) 782-3119; Fax: (778) 782-4951; Email: jones@sfu.ca.

PROFESSIONAL COMMUNICATION (ORGANIZATIONAL COMMUNICATION) – Ryerson University

The School of Professional Communication (<http://procom.ryerson.ca>) in the Faculty of Communication & Design at Ryerson University in Toronto invites applications for a tenure-stream appointment at the rank of Assistant Professor. The area of specialization is Organizational Communication. Applicants should also have demonstrated expertise in one or more of the following areas: – Rhetoric, Linguistics, Communicable Theory, Discourse Analysis, Critical Media Studies – as related to professional communication. The successful candidate will be expected to teach a variety of communication courses at both the graduate and undergraduate levels (<http://procom.ryerson.ca>). The position will commence August 1, 2013 (subject to budgetary approval). Candidates will hold a PhD in Professional Communication, Communication Studies or a related field, or be ABD with a defense date set. The successful candidate should demonstrate evidence of high-quality teaching, a strong research profile and an emerging scholarly record, as well as the capacity for collegial service. Applications should include a letter of application, a curriculum vitae, two recent writing samples, results of teaching surveys (or equivalent evidence such as a teaching dossier), and be supported by three letters of reference. The deadline for submission of applications is January 1, 2013. Applications should be sent in care of: Ms. Cheryl Balm, Administrative Coordinator, School of Professional Communication, Ryerson University, 350 Victoria Street, Toronto, Ontario, Canada, M5B 2K3. Please note that applications by fax or e-mail will not be accepted. Confidential inquiries can be directed to Catherine Schreyer, Department Chair, at cschreyer@ryerson.ca. Ryerson University is a vibrant and growing institution located in the heart of downtown Toronto. The School of Professional Communication, consisting of 11 tenured and tenure-track faculty members, prides itself both on the quality of its teaching and on the breadth and excellence of its research. The School is strongly committed to an interdisciplinary approach to professional communication that integrates theory, research, and practice. We offer a wide range of courses in our new Master's program (beginning 2013) and a wide range of elective courses for students in other programs. We are launching a full undergraduate BA program in Professional Communication to start Fall 2013. This position falls under the jurisdiction of the Ryerson Faculty Association (www.rfa.ryerson.ca). For details on the Ryerson Faculty Association Collective Agreement and the University's

RFA Benefits Summary, please visit http://www.ryerson.ca/teaching/employment/rfa_agreement/index.html and http://www.ryerson.ca/rfa/benefits/benefits_by_group/rfa/index.html respectively. Ryerson University is strongly committed to fostering diversity within our community. We welcome those who would contribute to the further diversification of our faculty and its scholarship, including, but not limited to, women, visible minorities, Aboriginal people, persons with disabilities, and persons of any sexual orientation or gender identity. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

PUBLIC HEALTH SCIENCES/TOXICOLOGY – University of Alberta. The School of Public Health, University of Alberta, is seeking a tenure-track position in the area of toxicology and human health risk assessment with particular emphasis on addressing potential human health effects associated with environmental pollutants. The appointee will be at the Assistant Professor level; however, an outstanding candidate may be appointed at the Associate or Full Professor level depending on qualifications. Applicants should have a track record of independent research, prior success in peer-reviewed grant applications and a demonstrated aptitude for teaching graduate courses in toxicology principles and methods, environmental and/or introductory environmental health. A PhD with relevant postdoctoral experience is required and competency in molecular toxicology, toxicogenomics, or toxicometabolomics research is preferred. The incumbent will be responsible for developing and teaching research programs, participate in educational activities and provide service to both the School and the University. The School of Public Health emphasizes collaborative research and the importance of engaged scholarship through community-based research and curriculum development. The School of Public Health has committed infrastructure to establish state-of-the-art multi-scale molecular and toxicology laboratories. The successful candidate will have access to these facilities and assist in the development of an academic laboratory. Applicants must submit a letter of application outlining their research, teaching, and applied public health experience and interests, and a curriculum vitae, reprints of up to five of their most significant publications, and a teaching dossier also electronically to recruit/publications@ualberta.ca or by mail. Applicants must also arrange for three confidential letters of reference to be sent to the attention of Dr. Faith Davis, Chair, Department of Public Health Sciences (hard copy letters or those signed with electronic signature sent directly by the referee are acceptable). The selection process will begin consideration of applicants on January 31, 2013, and continue until the position is filled. Dr. Faith Davis, Department of Public Health Sciences, School of Public Health, University of Alberta, 3-300 Edmonton Clinic Health Sciences Building, 11405 87 Avenue, Edmonton, Alberta, Canada, T6G 1G3; Fax: (780) 492-0364; e-mail: recruit_publichealth@ualberta.ca. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Alberta is committed to the principle of equity in employment. We welcome diversity and encourage applications from all qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons.

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SOCIAL WORK – Wilfrid Laurier University

The Lyle S. Hallinan Faculty of Social Work at Wilfrid Laurier University invites applications for a tenure-track position in Social Work commencing July 1, 2013. The appointment may be made at the Assistant or Associate level. The Faculty of Social Work at Wilfrid Laurier University offers professional social work programs at the Master and Doctoral levels. The Master of Social Work Program aims to educate students in advanced social work scholarship and practice in three fields of study: Individuals, Families and Groups; Community, Policy, Planning and Organization; and the Aboriginal Field of Study. The PhD program in Social Work prepares students for leadership roles in education, research and specialized practice within two fields – Studies in Social Work Practice (with Individuals, Families, Groups, and Communities) and Studies in Social Policy and Organizational Studies. Appointees will be expected to teach and supervise research at the master's and doctoral levels. The successful candidate will be expected to: 1. teach courses with the individuals, families and groups concentration in the MSW Program (the ability to teach quantitative data analysis in our PhD program would be considered an asset); 2. have a demonstrated record of occupational promise of external funding, achievement and leadership in health studies (with a preference for candidates whose research and scholarship focuses on health and aging); 3. demonstrate a competence in teaching; 4. have experience working with diverse populations; 5. have at least one degree in social work and appropriate experience in working with individuals, families and groups. Exceptional candidates will be considered for a leadership role in an endowed Center on Health, in collaboration with other faculty members within the FSW Program. This position will commence July 1st, 2013 at rank and salary commensurate with qualifications and experience. The position is subject to budgetary approval and the successful candidate should submit evidence of teaching excellence (such as evaluations and/or a dossier), a 1-2 page statement of research and teaching interests (with curriculum vitae; sample of recent publications; and the names and contact information for three referees). Applications should be sent to: Dr. Lyle S. Hallinan, Faculty of Social Work, Wilfrid Laurier University, 120 Ouellet St. W., Kitchener, ON, N2H 3W5. Applications will be accepted until January 15 or until the position is filled. Wilfrid Laurier University is committed to employment equity and values diversity. We welcome applications from all qualified women and men, including persons of all genders and sexual orientations, persons with disabilities, Aboriginal people, and persons of any visible minority. Although Canadians and permanent residents will be given priority, all qualified candidates, including international candidates, are encouraged to apply. Members of the designated groups must self-

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CAREERS CARRIÈRES

Identity to be considered for employment equity. Candidates may self-identify, in confidence, to the Dean of the Faculty of Social Work, Dr. Nick Osofsky. Further information on the equity policy can be found at http://www.wlu.ca/page.php?pg_id=2465&pr=10545.

SOCIOLOGY (INTRODUCTORY SOCIOLOGY) — University of Toronto, The Department of Sociology, University of Toronto, invites applications for a teaching-stream appointment in Introductory Sociology. This position will be at the rank of Lecturer, and be effective July 1, 2013. We seek a candidate who has an established record as an excellent instructor in large class settings and is enthusiastic about the opportunity to enjoy a long-term career in teaching at the University of Toronto. We are particularly interested in candidates with a demonstrated ability to teach courses in Introductory Sociology. We also welcome evidence of innovative applications of information technology for teaching both within and outside the classroom. Several years of university-level teaching experience is an asset. In addition to excellence in teaching, the successful candidate will be expected to participate in the development of the undergraduate curriculum, engage in undergraduate mentorship, and help foster a vibrant intellectual environment for our undergraduate program. Candidates must have a PhD in Sociology. Salary will be commensurate with qualifications and experience. Appointments at the rank of Lecturer may be renewed annually to a maximum of five years. In the fifth year of service, Lecturers shall be reviewed and a recommendation made with respect to promotion to the rank of Senior Lecturer. The University of Toronto is one of the world's top research-intensive universities and the Department of Sociology is one of the world's top research-intensive sociology departments. With a multicultural student body, the University offers the opportunity to teach and live in one of the world's most diverse cities. The University of Toronto is fully committed to academic excellence and welcomes applications from all qualified individuals. All qualified candidates are strongly encouraged to apply. Canadian citizens and permanent residents of Canada will be given priority.

The University of Toronto is strongly committed to diversity within its community. The University especially welcomes applications from visible minority group members, women, Aboriginal people, people with disabilities, members of sexual minority groups, and others who may contribute to the diversification of ideas. To be considered for this position, all application materials should be submitted online only at the University of Toronto Academic Careers Opportunities site www.jobs.utoronto.ca/faculty (job # 1201495) by clicking on the link below. Application materials include a cover letter, a curriculum vitae, a teaching portfolio that consists of a statement of teaching philosophy and techniques, sample course syllabi and teaching evaluations. If you have questions about this position, please contact: lin.colombo@utoronto.ca. The UoT application system can accommodate up to five attachments (10 MB per candidate profile; please combine attachments into one or two files in PDF/MS Word format. Submission guidelines can be found at: <http://uoft.me/how-to-apply>. Applicants should ask three referees to send letters of recommendation directly to the department via email on letterhead, signed and scanned to lin.colombo@utoronto.ca by the closing date January 7, 2013. It is important that these letters provide evidence of teaching abilities. All application materials and reference letters must be received before January 7, 2013. For more information on the department, visit: <http://www.sociology.utoronto.ca/home>. 4 hrs

SUMMER SESSION 2013 — University of Manitoba. The University of Manitoba Summer Session 2013 may have instructional positions open in courses offered by the following areas: Soil Sciences, Architecture, Anthropology, Arts, Interdisciplinary, Asian Studies, Catholic Studies, Classics, Economics, English, Film Studies, French, Spanish, Italian, Slave Studies/German, Polish, Ukrainian, Russian, Native Studies, Philosophy, Linguistics, History, Islamic, Labour Studies, Political Studies, Psychology, Religion, Sociology, Women's and Gender Studies, Accounting and Finance, Actuarial Studies, Business

Administration, Marketing, Supply Chain Management, Education (Curriculum, Teaching and Learning), Educational Administration, Foundations and Psychology, Civil Engineering, Engineering (General), Electrical and Computer Engineering, Environment and Geography, Geological Sciences, Family Social Sciences, Interdisciplinary Health Degree Program, Human Nutritional Sciences, Human Ecology, Textile Sciences, Kinesiology, Physical Education and Recreation Management, Music, Nursing, Pharmacy, Biological Sciences, Chemistry, Computer Science, Mathematics, Microbiology, Physics and Astronomy, Statistics, Social Work, and Fine Arts (Art History and Studio). Normally, successful university teaching experience and a PhD are required. Summer Session 2013 is scheduled as follows: May 6–June 25 (day), May 6–August 7 (evening), and July 2–August 21 (day). The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples, and persons with disabilities. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Submissions must be received by January 7, 2013 and should indicate the specific area of teaching interest. Please forward to: Dr. Bill Kops, Director of Summer Session, 148 Extended Education Complex, The University of Manitoba, Winnipeg, MB, R3T 2N2.

ACCOMMODATIONS

GOING ON SABBATICAL? — Sabatical Homes.com Home Rentals and Swaps by and for Academics Worldwide. Do you have a home to rent, share, swap or are you looking for housing while on sabbatical or research leave? We are the academic community's resource for minds on the move since 2000. Post your request at <http://SabaticalHomes.com>.

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At Mount Royal, our faculty are at the heart of a diverse academic community of more than 13,000 students – where learning is personalized, research is inclusive, and teaching is a shared passion. Join us! Be part of our journey to put a new face on undergraduate education in Canada.

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Nursing
Physical Education and Recreation Studies
Policy Studies
Social Work
Sociology
Soil Science

Mount Royal may also be seeking faculty members for other departments. Vacant positions are posted regularly.

For further information on specific faculty positions, please visit mtroyal.ca/employmentcareers. Mount Royal is an equal opportunity employer. Only applicants selected for an interview will be notified.



<http://mtroyal.ca/employmentcareers>

TENURE-TRACK POSITION

Faculty of Arts Labrador Institute POSITION # VPA-ARTO-2012-001

Memorial University is the largest university in Atlantic Canada. As the province's only university, Memorial plays an integral role in the education and cultural life of Newfoundland and Labrador. Offering diverse undergraduate and graduate programs to nearly 18,000 students, Memorial provides a distinctive and stimulating environment for learning. With over 185 regular faculty members in 16 academic departments and a wide variety of interdisciplinary major, minor and diploma programs, the Faculty of Arts offers breadth, depth and diversity. Counting around 5000 students with declared majors or minors, and with strong graduate programs, the Faculty is committed to providing solid teaching and research support to new appointees.

The Labrador Institute is a multi-disciplinary administrative unit of Memorial University with responsibility for delivery of academic initiatives such as research and education. The Institute also has a substantial outreach function which provides university expertise to Labrador people for less formal, community-driven projects and requests, often dealing with language retention, culture and heritage. The Labrador Institute has four offices based in three communities (Goose Bay, North West River, and Labrador City). For further information on this opportunity and living and working in Labrador, please visit: <http://www.mun.ca/labrador/institute/positions/index.php>.

The Faculty of Arts and the Labrador Institute invite applications for a tenure-track faculty position to be based in Goose Bay, Labrador. The successful candidate will have a deep interest in the history, culture and people of Labrador, and will bring a commitment to research and community engagement to the position. Candidates with expertise in linguistics, archaeology, anthropology, sociology or folklore are encouraged to apply.

The Tenure-Track position will normally commence July 1, 2013, subject to budgetary approval, and will be made at the rank of Assistant Professor. All positions normally require a completed doctoral degree in the appropriate discipline. A completed earned doctorate (or recognized terminal qualification in the discipline) is required for the appointee to receive the rank of Assistant Professor and to be in a tenure-track position. (If a successful candidate has not completed an earned doctorate, he/she shall be appointed to a regular term, non-renewable three-year appointment at the rank of Assistant Professor. If the candidate completes all the requirements for the doctorate during the first 24 months of the term appointment, he/she shall begin a tenure-track appointment following completion of the requirements of the degree.)

Letters of application, accompanied by a current curriculum vitae, a teaching dossier, the names and addresses of three persons who can supply a letter of reference should be forwarded to:

Dr. Lynne Phillips
Dean, Faculty of Arts
Memorial University of Newfoundland
230 Elizabeth Avenue
St. John's, NL, Canada, A1C 5S7
Telephone: (709) 864-8254
Email: dkennedy@mun.ca.

Note: All applications should quote the position number as listed. The application must provide evidence of excellence in teaching and research. Applications should reach the Dean no later than January 11, 2013.

Memorial University is committed to employment equity and encourages applications from qualified women and men, visible minorities, Aboriginal people and persons with disabilities. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.



Faculty Positions in Computer Science

The School of Computer Science at McGill University invites applications for **two tenure-track positions** at the assistant professor level, to begin August 1, 2013. One of these is in the area of data mining with particular emphasis on "big data," text analysis and unstructured data. The other is targeted at theoretical computation with an emphasis on algorithms, computational geometry and/or discrete optimization.

Complete applications, including a curriculum vitae, a list of publications with copies of at least two sample reprints, a research statement as well as a teaching statement, and the names and email addresses of three references should be sent as one or more PDF files to either theory@cs.mcgill.ca or datamining@cs.mcgill.ca accordingly.

Applications will be reviewed as soon as they are received. Applications received before **January 18th, 2013** are assured full consideration.

The School of Computer Science offers a collegial environment with opportunities for interaction with world class researchers in areas including, but not limited to: machine learning, computer games development, discrete mathematics, mobile robotics, computer vision, appearance modeling, bioinformatics, cryptography and quantum computing. For further information on the School, see: <http://www.cs.mcgill.ca>.

McGill University is committed to equity in employment and diversity. It welcomes applications from indigenous peoples, visible minorities, ethnic minorities, persons with disabilities, women, persons of minority sexual orientations and gender identities and others who may contribute to further diversification. All qualified applicants are encouraged to apply, however, in accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada.

www.cs.mcgill.ca

JOIN THE IDEAS FACTORY IN THE FACULTY OF ARTS

Ryerson University is Canada's leader in innovative, career-oriented education, offering more than 100 undergraduate and graduate programs. Distinctly urban, culturally diverse and inclusive, the University thrives on the energy of Toronto, Canada's largest, most dynamic city. The Faculty of Arts at Ryerson holds a bold vision for defining the influence of the humanities and social sciences in the 21st-century university. Building on the Ryerson renaissance, the Faculty of Arts has witnessed unprecedented growth over the past decade. With a creative touch in program building, an edgy approach to research and discovery, a passion for student advancement and a drive to connect the past with the future, we are confident about our direction. We are inspired by each other and by our students, by our community partners and by the cultural vibrancy of downtown Toronto. Experience the Ryerson vibe and the Faculty of Arts buzz.

JEAN-PAUL | Jean-Paul Boudreau
Dean of Arts

Chair, Department of Politics and Public Administration

We invite applications and nominations for the Chair position, with an accompanying tenure-stream appointment at the rank of Associate Professor, effective July 1, 2013, or as soon thereafter as possible. The Chair appointment is for a term of three years from the date of appointment.

The Chair is the academic leader of the department, responsible to the Dean of Arts for the academic, research, and operational functions of the department's programs in accordance with the University's mission and policies. The Chair will be responsible for the continued development and promotion of its programs, students, faculty, and internal/external partnerships, as well as for nurturing its research profile in the region, nation, and beyond. Candidates should have strong academic qualifications (PhD in Political Science, Public Policy, Public Administration or equivalent), a strong research record and teaching portfolio, demonstrated capacity for collegiality, and an excellent record of academic and administrative leadership.

One of the largest departments in the Faculty of Arts (26 tenure/tenure-track faculty and 3 full-time staff), the Department of Politics and Public Administration (www.ryerson.ca/politics/) offers

comprehensive programming at the undergraduate and graduate levels, with a BA in Politics and Governance (full-time), a BA in Public Administration and Governance (part-time), an MA in Public Policy and Administration, and a central role in the interdisciplinary PhD in Policy Studies that is housed in the Faculty of Arts.

Applicants should visit www.ryerson.ca/jobs for more information on the application process. Confidential inquiries can be directed to Dr. Boudreau at boudreau@ryerson.ca. The review of applications will begin on January 25, 2013, and will continue until the position is filled.

This position falls under the jurisdiction of the Ryerson Faculty Association (RFA). The RFA collective agreement can be viewed at: http://www.ryerson.ca/teaching/employment_resources/rfa.html. The RFA's website can be found at: <http://www.ryerson.ca/rfa>. A summary of RFA benefits can be found at: http://www.ryerson.ca/hr/benefits/benefits_by_group/rfa/rfa_at_a_glance.html

Ryerson University is strongly committed to fostering diversity within our community. We welcome those who would contribute to the further diversification of our staff, our faculty and its scholarship, including, but not limited to, women, visible minorities, Aboriginal people, persons with disabilities, and persons of any sexual orientation or gender identity. Please note that all qualified candidates are encouraged to apply, but applications from Canadians and permanent residents will be given priority.

For more information, please visit ryerson.ca/arts/careers and ryerson.ca/jobs



Everyone Makes a Mark

Faculty of Arts



Faculty Position in Aeronautics

The Department of Mechanical Engineering at McGill University invites applications for a **tenure-track position** in Aeronautics, particularly from persons in the areas of aerodynamics and aeroelasticity. The position is expected to be filled at the Assistant Professor level, although exceptional applications may be considered at the Associate Professor level.

Applicants must have a Ph.D., preferably with a first degree in Mechanical or Aerospace Engineering, and a strong commitment to excellence in research and teaching. Evidence of outstanding research achievements, or research potential, is indispensable. Membership or eligibility for membership in a Canadian professional engineering association is required.

Applications must be received by **January 15, 2013** in order to be considered. The position is expected to be filled by August 1, 2013. Applications must include a resume, a two-page statement of teaching and research interests, names and contact information (mail, phone, and email) of three referees, and copies of 3-5 most relevant publications.

Qualified candidates should submit applications to:

Professor Meyer Nahon
Department of Mechanical Engineering, McGill University
817 Sherbrooke Street West, Montreal, Quebec, H3A 2K6 Canada
E-mail (preferred): Facultysearch.mecheng@mcgill.ca
Web site: <http://www.mcgill.ca/mecheng/>

All qualified applicants are encouraged to apply; however, Canadians and permanent residents will be given priority. McGill University is committed to equity in employment and diversity. It welcomes applications from indigenous peoples, visible minorities, ethnic minorities, persons with disabilities, women, persons of minority sexual orientations and gender identities and others who may contribute to further diversification.



Chair Department of Humanities, Social Sciences and Social Justice Education

FULL PROFESSOR

The Ontario Institute for Studies in Education (OISE) seeks applications for the position of Chair of the Department of Humanities, Social Sciences and Social Justice Education for a five-year term (renewable). This is a unique opportunity for an outstanding scholar to lead a dynamic new department advancing its programmatic and research goals. This tenured appointment will be at the rank of Full Professor commencing July 1, 2013.

The successful candidate will be eligible for appointment at the rank of full professor, and will have: 1) a record of excellence in research and teaching in one or more of the disciplinary areas of the Department with scholarship strongly oriented towards social justice; 2) a record of successful administration in a university setting; and 3) leadership skills and style that fosters a supportive and productive environment for students, faculty and staff.

The primary responsibility for the Chair is intellectual leadership while working collaboratively with divisional and university administrators, facilitating student recruitment, advancement, and effective departmental governance and administration. Salary is commensurate based on qualifications and experience.

OISE's new Department of Humanities, Social Sciences and Social Justice Education represents a vibrant constellation of disciplines including Anthropology, History, Philosophy, Political Science and Sociology. Maintaining an interdisciplinary conception of social science and humanities and supporting scholarship that bridges theory and practice, the Department will contribute to education including the development of anti-racism, cultural and feminist studies in education, critical disability studies, media, culture and communication studies, democracy and citizenship, and the study of indigenous knowledge systems.

Applications should include a letter of application, curriculum vitae, a teaching dossier (including a statement of teaching philosophy, results of teaching evaluations or equivalent evidence) and a statement outlining current and future research interests, (including three recent research publications). If you have any questions about this position, please send it to the Dean's Office via email at: dean.oise@utoronto.ca. All application materials should be submitted online at <http://uoft.me/academicopportunities>.

The UoF application system can accommodate up to five attachments (10MB) per candidate profile; please combine attachments into one or two files in PDF/MS Word format. Submission guidelines can be found at: <http://uoft.me/how-to-apply>. Applicants should also ask three referees to send letter directly to Professor Julia O'Sullivan, Dean via email at: dean.oise@utoronto.ca by the closing date January 31, 2013.

Established in 1827, the University of Toronto is Canada's largest and most research-intensive university and the only Canadian university to be named in the top 25 in the Times Higher Education World University Rankings. Located in and around Toronto, one of the world's most diverse regions, the University of Toronto's vibrant academic life is defined by the cultural diversity in its community.

The Ontario Institute for Studies in Education of the University of Toronto (OISE) has for more than a century, made a major contribution to advancing education, human development and professional practice around the world. With more than 72,000 alumni, close to 3,000 student and 20 research centres, ours is an intellectually rich and supportive community, guided by the highest standards of scholarship and a commitment to equity and social justice.

For more information, please visit the Ontario Institute for Studies in Education homepage or the Department's website.

www.oise.utoronto.ca/hsssj

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to the further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

LE CAMPUS DE MONCTON SOLICITE DES CANDIDATURES AU POSTE À TEMPS COMPLET SUIVANT :

CHAIRE DE RECHERCHE DU CANADA EN ÉTUDES ACADIENNES ET MILIEUX MINORITAIRES (niveau II)

La personne titulaire de la Chaire sera nommée pour un mandat de cinq (5) ans (renouvelable) et occupera un poste de professeur à temps complet menant à la permanence, au rang d'adjoint(e) ou d'agrégé(e).

Entrée en fonction : 1^{er} juillet 2013

Fermeture du concours : 4 janvier 2013

Pour une description détaillée de ces postes et pour postuler, cliquez sur l'onglet « Offres d'emploi » de notre site Internet, au www.umoncton.ca (au milieu et à l'extrême droite de la page d'accueil) et consultez la section « Corps professoral/Professeures et professeurs ».



**UNIVERSITÉ DE MONCTON
CAMPUS DE MONCTON**

L'Université de Moncton souscrit à l'exigence d'équité en matière d'emploi. Conformément aux exigences relatives à l'immigration, ce concours s'adresse en priorité aux citoyennes et citoyens canadiens ainsi qu'aux personnes ayant obtenu le droit d'établissement au Canada.

CAREERS CARRIÈRES

Tier II Canada Research Chair in Mineral Deposit Research

Lakehead University invites applications for the Tier II Canada Research Chair (CRC) in Mineral Deposit Research at a rank commensurate with experience and qualifications. We seek an innovative individual with an outstanding record of interdisciplinary research and publications in any aspect of mineral deposit research from discovery and development to closure and remediation of mine sites. The successful candidate will provide leadership for national and international collaborative research, and will develop initiatives involving the Canadian Mining Industry. The Chair will work closely with the proposed Centre of Mineral Exploration and Sustainable Mining Development at Lakehead University. It is expected that the successful candidate's current and future research program provides opportunities for our graduates and enhances mineral exploration in Northern Ontario and internationally.

The CRC Program was created by the Government of Canada to cultivate world-class research and development. Tier II CRC's are designed for exceptional emerging researchers with the potential to achieve international recognition in their fields in the next five to 10 years. Candidates must have the necessary qualifications to be appointed as a tenured or tenure-track professor at the assistant or associate professor level.

All candidates will have completed a Ph.D. in Geology, Environmental Geology, or a related field. The Tier II CRC competition is only open to candidates who have at most 10 years of experience from the highest degree at the time of nomination. The applicant is expected to conduct an active research program and to seek external research funding. Lakehead University has a world-class central instrumentation laboratory that has a new ICP-MS and high-resolution FESEM-EDX system, ICP-AES, XRD, and several spectroscopy instruments.

Lakehead University offers on-campus and community-based programs, continuing education and distributed learning, and graduate programs at the Master's and Doctoral levels. Lakehead is a comprehensive research intensive University providing an impressive array of programs in professional arts and sciences, and is the home of the west campus of the Northern Ontario School of Medicine. The University has an enrolment of approximately 8,100 students at campuses in Thunder Bay and Orillia, with a significant Aboriginal contingent at the Thunder Bay campus. For further information, please access: www.lakeheadu.ca.

For further information regarding this CRC position, please contact Dr. Peter Hollings, Chair of the Department of Geology, at (807) 343-8329 or peterhollings@lakeheadu.ca. Detailed information on our undergraduate and graduate programs is available at <http://geology.lakeheadu.ca/>.

Review of applications will begin on January 11, 2013 and continues until the position has been filled. Applications and nominations including a letter of interest, curriculum vitae, evidence of teaching effectiveness (such as a statement of teaching philosophy, teaching evaluations, course outlines), a five-year CRC research plan, the contact information for three referees, and three publications that demonstrate a significant contribution to the field should be sent to:

Dr. Rui Wang, Vice-President (Research, Economic Development and Innovation)
Lakehead University
955 Oliver Road
Thunder Bay, ON P7B 5E1
e-mail: Janice.Petlizzari@lakeheadu.ca | tel: (807) 343-8201

Please note that this position is subject to review and final approval by the CRC Secretariat in Ottawa. For additional information on the CRC program, please visit the program website at: www.chairs.gc.ca.

Lakehead University is an Equal Opportunity Employer. The CRC program imposes no restrictions with regard to nationality or current country of residence.

lakeheadu.ca

Lakehead
UNIVERSITY

WILFRID LAURIER UNIVERSITY Waterloo | Brantford | Kitchener | Toronto

LAURIER 
Inspiring Lives.

Wilfrid Laurier University is devoted to excellence in learning, research, scholarship and creativity. It challenges people to become engaged and aware citizens of an increasingly complex world. Wilfrid Laurier University recognizes that intellectual inquiry, critical reflection and scholarly integrity are the cornerstones of all universities including our own. Our commitment to excellence extends to both research and innovative teaching, and we value community engagement at all levels.

Laurier's commitment to teaching and learning is manifested in our focus on integrative and applied learning. Theoretical research and academic programs are balanced by applied, practice-based research and pedagogy generated across academic disciplines and the professions. Application of knowledge is central to our commitment to enriching the lives of those in both local and global communities; to preparing students for fulfilling careers; to making meaningful contributions through the application of research-grounded policies and practices to society's most pressing problems; and to facilitating innovation that improves systems and processes in the natural, technological, business, social and cultural arenas.

Wilfrid Laurier University is now seeking applicants for two Tier II Canada Research Chairs in the following areas:

Epidemiology and Global Public Health: This Chair will work with an existing core of established researchers in Health Sciences, Biology, Chemistry, Kinesiology and Psychology on the challenges of local health delivery planning in a globally dynamic setting. Laurier's recent appointment of two senior Research Chairs in the field of Global Health in its School of International Policy and Governance creates an exceptional collaborative opportunity for an outstanding candidate for a CRC Tier II Chair. The Chair will be cross-appointed to Laurier's School of International Policy and Governance, the Laurier academic unit of the Balsillie School of International Affairs.

The successful candidate will be expected to develop a strong externally funded and internationally recognised research program in areas that may include:

- Epidemiology of chronic disease and its physiological, behavioural or social risk factors
- Health services research and program evaluation targeting specific populations
- Modeling the local effects of environmental change on local disease burden
- The development, implementation or evaluation of public health policy
- Health promotion, healthy lifestyle practices, disease or injury prevention

Applications for this position should be received by **January 7, 2013**.

A detailed description of the position and instructions for applying can be found at: <http://info.wlu.ca/academic/postings>

Financial Markets: This position is an opportunity for individuals interested in market microstructure and regulation to join a cluster of established researchers in the Finance area of Laurier's School of Business and Economics. We are looking for an exceptional emerging scholar who can support the development of research in the areas of financial markets, market microstructure and regulation. In an era when securities markets around the world are increasingly interlinked, Laurier recognizes the pressing need to better understand issues of market structure and securities regulation. The research chair will develop a stream of research that will inform governments how to best regulate securities in this period of rapid innovation in securities trading.

The new Chair will have the opportunity to collaborate with researchers in Laurier's School of International Policy and Governance, the Laurier academic unit of the Balsillie School of International Affairs. As well, the chair will also build on expertise in the areas of central banking and international financial governance at the Centre for International Governance Innovation (CIGI), a think-tank affiliated with the University of Waterloo and Wilfrid Laurier University.

Applications for this position should be received by **December 30, 2012**.

A detailed description of the position and instructions for applying can be found at: <http://info.wlu.ca/academic/postings>

Following the internal selection processes, nominees will be selected to apply to the competitive Canada Research Chair process. Tier II CRC nominees must be emerging scholars with the necessary qualifications, including a PhD within the past ten years, to be hired at the assistant or associate professor level. Tier II CRCs are tenable for five years and are renewable once. For more information on the Canada Research Chairs program, please see <http://www.chairs-chaires.gc.ca/>.

Wilfrid Laurier University is committed to employment equity and values diversity. We welcome applications from qualified women and men, including persons of all genders and sexual orientations, persons with disabilities, Aboriginal persons, and persons of a visible minority. Although Canadians and permanent residents will be given priority, all qualified candidates, including international candidates, are encouraged to apply.

CAREERS CARRIÈRES



TENURE-TRACK FACULTY POSITIONS MOUNT SAINT VINCENT UNIVERSITY

Inspired by a strong tradition of social responsibility and an enduring commitment to the advancement of women, Mount Saint Vincent University promotes academic excellence and the pursuit of knowledge through scholarship and teaching of the highest quality. Recognized as a leader in flexible education, applied research, and a personalized approach to education, Mount Saint Vincent University is located on Canada's East Coast in Halifax, Nova Scotia. Please visit www.msvu.ca.

Mount Saint Vincent University is seeking scholars for tenure-track appointments at the Assistant Professor or Lecturer level commencing July 1, 2013 in the areas listed below. Workload for all positions includes research, teaching, and collegial service. Applicants should hold a doctorate in an appropriate field or be near completion of their degree. Evidence of research competency is required. Teaching experience at the university level is an asset. Salary and benefits are in accordance with the Collective Agreement with the Faculty Association. All positions are subject to final budgetary approval.

Applied Human Nutrition (1 position)

The Department of Applied Human Nutrition is seeking candidates with expertise in the area of foods and nutrition or human nutrition. Applicants should hold a PhD in human nutrition or a related discipline or be close to completion. The successful candidate will be expected to teach foods or nutrition courses at the undergraduate and graduate levels. Preference will be given to applicants who are eligible for a full or academic affiliate membership in Dietitians of Canada and who have prior university teaching experience.

Chair: Dr. Kim Kienapple, kim.kienapple@msvu.ca

Business and Tourism and Hospitality Management (1 position)

The Department of Business and Tourism and Hospitality Management is seeking candidates with expertise in either Accounting/Finance or Management. Applicants should hold a PhD or a DBA in an appropriate field or be close to completion. Applicants holding an MBA and significant professional and post-secondary teaching experience may be considered. Candidates for appointment in Accounting must have a professional designation in good standing (CA, CMA, CGA). The Department of Business and Tourism prides itself on its student engagement efforts and the successful candidate will be expected to contribute to this initiative.

Chair: Dr. Peter Mombourquette, peter.mombourquette@msvu.ca

Communication Studies (1 Position)

The Department of Communication Studies is seeking candidates with expertise in public relations or corporate communication. Applicants should hold a PhD in public relations or corporate/strategic communication or be close to completion. Preference will be given to applicants who have professional experience in writing and the practice of public relations, prior university teaching experience, and who possess a professional designation (APR, ABC). The successful candidate will teach primarily at the undergraduate level in the areas of public relations practice and writing.

Chair: Prof. Patricia Parsons, patricia.parsons@msvu.ca

History (1 position)

The Department of History is seeking candidates with expertise in the history of women and gender in Canada. Candidates should hold a doctorate in an appropriate field or be near completion. The successful candidate will teach a wide range of courses at the undergraduate level. Expertise in Aboriginal and/or North American history and the ability to teach courses in Historiography or Historical Methodology is an asset.

Chair: Dr. Adriana Benzaquen, adriana.benzaquen@msvu.ca

ASSISTANT PROFESSOR IN LIFE SCIENCES & BIOLOGY AT MCMASTER UNIVERSITY



The Life Sciences Program and the Department of Biology at McMaster University invite applications for a **three-year contractually limited appointment**, effective July 1, 2013, at the rank of **Assistant Professor**. Duties will consist primarily of teaching a range of courses in the Life Sciences and Biology undergraduate programs, as well as administrative service. Teaching competence in the areas of cell biology, molecular biology and genetics, with a particular focus on biology and human health, would be viewed favourably.

The successful candidate will hold a Ph.D. degree in Biology, Life Sciences or a related discipline at the time of appointment, and should have a demonstrated record of teaching excellence at the undergraduate level. The current annual salary floor is \$66,243 for an assistant professor with an appropriate doctoral degree. A package of benefits as well as a professional development allowance will be provided.

Applications must consist of a cover letter, a curriculum vitae and a teaching dossier that includes a statement of teaching philosophy and evidence of teaching experience and effectiveness. Applicants should arrange to have three referees provide a confidential letter of reference.

All documents should be submitted to:

Dr. Patricia Chow-Fraser
Director, Life Sciences Program
McMaster University
1280 Main Street West
Hamilton, Ontario, L8S 4K1
Email: ispapps@mcmaster.ca

Materials may be sent as e-mail attachments in .pdf format. Complete applications that arrive by **January 15, 2013** will receive full consideration. We appreciate all replies to this advertisement but only applicants selected for interview will be contacted.

All qualified candidates are encouraged to apply; however, to adhere to our commitment to diversity, the University is strongly committed to employment equity within its community, and to recruiting a diverse faculty and staff. The University encourages applications from all qualified candidates, including women, members of visible minorities, Aboriginal persons, members of sexual minorities, and persons with disabilities.

Located in the heart of Toronto, the largest and most culturally diverse city in the country, Ryerson University is committed to diversity, equity and inclusion. The University is known for innovative programs built on the integration of theoretical and practically oriented learning. Our undergraduate and graduate programs are distinguished by a professionally focused curriculum and strong emphasis on excellence in teaching, research and creative activities. Ryerson is also a leader in adult learning, with the largest university-based continuing education school in Canada.

ASSISTANT PROFESSORS – TENURE-TRACK APPOINTMENTS

DAPHNE COCKWELL SCHOOL OF NURSING

Four tenure-track appointments are available, effective August 1, 2013 (subject to final budgetary approval), for individuals with a completed PhD in Nursing or a related discipline, demonstrated teaching excellence and a desire to teach a variety of courses in a large, diverse, urban school with both baccalaureate and master's programs. The successful candidates will be expected to contribute to the teaching and research agenda of the School as well as the mandate of the Faculty of Community Services and Ryerson University. Applicants will also have a developing program of research related to nursing care, nursing education, or leadership, and outcomes across the healthcare continuum (i.e., home care, acute care, end-of-life/long-term care). Priority will be given to researchers focused on advancing nursing/healthcare knowledge, practice, education, leadership and/or policy in the areas of chronic conditions, acute care, patient-oriented research, interventions or implementation science. Candidates should have experience with qualitative, quantitative and mixed methods research. Candidates will display a capacity to meet high expectations for leadership, collaboration and collegial service. A completed post-doctoral program and/or prior experience in academic/clinical leadership roles will be regarded as assets. Applicants will have a record of teaching and research that will contribute to the ongoing success of the Daphne Cockwell School of Nursing's undergraduate and graduate programs, and its research and community collaboration profiles. Successful candidates are required to be registered, or eligible for registration, with the relevant professional College in Ontario.

For full details, including position duties and how to apply by January 7, 2013, please visit www.ryerson.ca/jobs.

These positions fall under the jurisdiction of the Ryerson Faculty Association (www.rfa.ryerson.ca). For details on the Ryerson Faculty Association Collective Agreement and the University's RFA Benefits Summary, please visit http://www.ryerson.ca/teaching/employment_resources/rfa.html and http://www.ryerson.ca/rfa/benefits/benefits_by_group/rfa/index.html respectively.

Ryerson University is strongly committed to fostering diversity within our community. We welcome those who would contribute to the further diversification of our faculty and its scholarship, including, but not limited to, women, visible minorities, Aboriginal people, persons with disabilities, and persons of any sexual orientation or gender identity. All qualified candidates are encouraged to apply, but applications from Canadians and permanent residents will be given priority.



www.ryerson.ca

Everyone Makes a Mark

Applications should include a statement of research and teaching interests, curriculum vitae and the names and contact information for three references. Departments will begin considering applications on January 7, 2013. Send applications by mail or email to the Department Chair listed above at Mount Saint Vincent University, 166 Bedford Highway, Halifax, NS B3M 2J6.

Mount Saint Vincent University is committed to the principles of employment equity and encourages applications from all qualified candidates including women, aboriginal persons, visible minorities and persons with disabilities. All qualified candidates are encouraged to apply; however, priority will be given to Canadians and permanent residents.

CAREERS CARRIÈRES



Established in 1827, the University of Toronto is Canada's largest and most research-intensive university and the only Canadian university to be named in the top 25 in the Times Higher Education World University Rankings. Located in and around Toronto, one of the world's most diverse regions, the University of Toronto's vibrant academic life is defined by the cultural diversity in its community.

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OISE anticipates filling six tenure-stream appointments. Salary and rank will be commensurate with qualifications. Candidates who can contribute to OISE's Centre de recherches en éducation franco-ontarienne (CREFO) and the University of Toronto's Institute for Human Development where OISE is a lead faculty, are especially welcome. OISE is particularly interested in candidates who can contribute to the diversity and excellence of our scholarly community through research, teaching and service.

Applications must be submitted online using the University of Toronto's Career Website: <http://www.hrandedequity.utoronto.ca/careers/co.htm> and clicking on the Current Faculty Opportunities link to be considered.

- For each position the successful candidate will:
- ▶ Hold a Ph.D. in the relevant area
 - ▶ Demonstrate a record of excellence in teaching
 - ▶ Have a rigorous and productive program of research and record of publication
 - ▶ Be committed to knowledge mobilization
 - ▶ Have familiarity with online university teaching

The successful candidate for each position will be expected to contribute to undergraduate programs, initial teacher education and graduate programs, including the supervision of graduate student research. Review of applications begins December 15, 2012. Specific position application deadline dates are available on the University's Career website.

www.oise.utoronto.ca

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute further diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

Tenure-Track Positions in Education

ABORIGINAL EDUCATION (Rank Dpen)

DEPARTMENT OF CURRICULUM, TEACHING AND LEARNING

Expertise in the area of aboriginal knowledge systems and education. Experience in Aboriginal curriculum, teaching and learning at the elementary or secondary level; a well-informed and responsive approach to issues of equity and diversity in schooling; a strong commitment to initial teacher education and the continuing professional development of teachers; a distinctive research and publications record in the areas of aboriginal, indigenous, decolonial and/or critical Tribal education, language, epistemology, and/or teaching. Preference will be given to Aboriginal scholars.

DIVERSITY STUDIES IN EDUCATION (Rank Dpen)

DEPARTMENT OF CURRICULUM, TEACHING AND LEARNING

Expertise in the area of diversity studies in education, curriculum and schooling, including areas such as, multiculturalism/anti-racism; gender/sexuality; disability/special education; indigenous/post colonialism; class/poverty, in Canada and/or in international and comparative contexts. Experience with diversity and equity in curriculum and teaching in schools; a well-informed and responsive approach to issues of equity and diversity in schooling; a strong commitment to initial teacher education and the continuing professional development of teachers; a distinctive research and publications record in the area of diversity from the perspective of curriculum and/or pedagogy in elementary or secondary school, including differentiated instruction or teacher development.

SOCIAL AND CULTURAL THEORY AND PHILOSOPHY OF EDUCATION (Assistant or Associate)

DEPARTMENT OF HUMANITIES, SOCIAL SCIENCES AND SOCIAL JUSTICE

Expertise in the following areas: political philosophy, political theory, epistemology, and/or continental philosophy, with close attention to race and colonial contexts. The successful candidate will provide leadership in high school philosophy teaching and research, and supervise students in the areas of political philosophy, epistemology, and continental philosophy and related areas of educational theory.

SCHOOL PSYCHOLOGY (Assistant or Associate)

DEPARTMENT OF APPLIED PSYCHOLOGY AND HUMAN DEVELOPMENT

Expertise in school psychology broadly defined; a distinguished record of research focusing on assessment and school-based consultation, prevention and intervention in relation to children with learning and behavioural difficulties or a related interest. These might include children with learning disabilities, intellectual disabilities, ADHD, autism spectrum disorders, or other behavioural and mental health problems. The successful candidate will be registered or eligible for registration with the College of Psychologists of Ontario.

TEACHER EDUCATION, LANGUAGES AND LITERACIES (Assistant or Associate)

DEPARTMENT OF APPLIED PSYCHOLOGY AND HUMAN DEVELOPMENT

Expertise and a research focus in the area of teacher development as well as practical knowledge and expertise in language and literacy education (primary). Record of strong graduate-level university teaching and substantial elementary-level school experience (working with typically developing children, and with students who have learning difficulties, as well as with students who are culturally and linguistically diverse). Preference will be given to applicants' with elementary teaching certification, with expertise in current research-based teaching practices in language and literacy education, and with knowledge of the Canadian educational context.

ORGANIZATIONAL AND WORKPLACE LEARNING (Assistant or Associate)

DEPARTMENT OF LEADERSHIP, NIGER AND ADULT EDUCATION

Expertise in the growing range of theories, policies and practices which promote, define and regulate learning opportunities for adults and youth through organizations in Canada and internationally. A distinguished record of research and teaching in organizational and workplace learning that fosters sustainable social change. Preference for an educator with critical research and practice in some or all of the following areas: organizational learning, workplace leadership, team-based and professional learning, the impact of neo-liberal restructuring on learning, organizational development and change, and sustainable, collaborative and equitable practices in organizational settings.



Faculty Positions in Social Work & Social Policy

The School of Social Work invites applications for two tenure track positions with a start date no later than 1 August 2013. We are seeking faculty whose research interests complement those of our existing faculty, in social theory and social policy, practice in the fields of adult mental health, aging and addictions. Applicants with background and experience in social work with Aboriginal communities are particularly welcome. The successful candidate will have general expertise in the field of social work, the ability to maintain an active funded research agenda, and a commitment to excellence in graduate and undergraduate teaching. Candidates must have an established record of funded research, scholarship and teaching, and must meet the University's requirements for the rank. A Ph.D. in social work or related field is required, and a BSW or MSW are an asset.

The School is undergoing a sustained period of renewal in its faculty and programs, well-aligned with the priorities of the university. The School is committed to developing and disseminating knowledge for practice, with special emphasis on identifying the needs of vulnerable groups, developing responsive social programs, and promoting social and economic justice. The School is the home of the Children and Family Research Center, and the McGill Middle East Program. It has important partnerships with international as well as local social work, which it is committed to developing further.

Home to McGill, Montreal is a great cosmopolitan city, which attracts people from around the world who are drawn by its charm, its cultural diversity, and European ambience. McGill is a world-class university, consistently recognised by McLean's magazine as the top university in Canada, and ranked amongst the top 25 universities in the world by the Times Higher Education-QS World University rankings. For further information on the School of Social Work and McGill University, please visit our web site at: <http://www.mcgill.ca/socialwork/>.

Applications, including covering letter, Curriculum Vitae and three references, should be directed to:

Dr. Wendy Thomson, CBE, Professor and Director
School of Social Work, McGill University
3506 University Street, 3rd Floor, Montreal, Quebec H3A 2A7
Email: wendy.thomson@mcgill.ca
Online job posting: <https://academicjobsonline.org/ajob/jobs/2295>

The search committee will begin reviewing applications on 1st January 2013, and will continue to do so until suitable candidates are found. All candidates are encouraged to apply however Canadians and permanent residents will be given priority. The University is committed to employment equity and invites applications from members of visible minority groups, women, Aboriginal persons, persons with disabilities and others who may contribute to the further diversification of ideas.

McGill University is committed to equity in employment and diversity. It welcomes applications from Aboriginal persons, persons with disabilities, ethnic minorities, persons of minority sexual orientation or gender identity, visible minorities, women, and others who may contribute to diversification. All qualified applicants are encouraged to apply; however, Canadians and permanent residents will be given priority.



Queen's University Faculty Association Executive Director

The Queen's University Faculty Association (QUFA) was certified as a union in 1995 and represents approximately 1200 faculty, librarians and archivists. Located in beautiful Kingston on the shores of Lake Ontario, Queen's University is one of Canada's leading universities with an international reputation for scholarship, social purpose, and spirit.

QUFA invites applications for the position of Executive Director, with an anticipated start date of May 1, 2013. The Executive Director will assume duties and responsibilities as directed by the QUFA Executive Committee, interacting with QUFA Members, the Queen's University Administration, and fellow QUFA staff. These duties will include coordination and supervision of the Association's operational systems, finances, personnel, governance, publications, legal and advocacy services, and relations with government and other unions. The Executive Director will supervise Association staff and participate with the Executive Committee in staffing decisions. A more detailed list of duties is available at <http://www.QUFA.CA>. At full complement, the QUFA office has four staff plus the Executive Director.

The successful candidate will have excellent communication, advocacy, management and interpersonal skills, including a sense of humour. Previous experience working in a unionized academic environment and with the interpretation of collective agreements is essential, and managerial experience in a non-profit environment is preferred. Candidates should have a minimum of a university degree and preferably postgraduate training in a labour-related field. Salary is competitive and based on qualifications and experience.

QUFA is an equal opportunity employer and values diversity in the workplace. Applications should be sent in electronic form to the President of QUFA (Paul.Young@qufa.ca). The competition will remain open until the position is filled. Short listing will begin January 7, 2013.

www.qufa.ca

The concept of academic freedom has evolved over the past 150 years. **What are its limits?** The 2013 Harry Crowe Foundation conference will explore this question through a series of panel discussions.

Academic freedom —

A contested concept

Jon Thompson

**Academic freedom and
professional norms**

Joan Wallach Scott

Mark Gabbert

Matthew Finkin

**Academic freedom and
institutional autonomy**

Len Findlay

Patrick Deane

David Rabban

Academic freedom and religious belief

John Baker

William Bruneau

Gerald Gerbrandt

John Wiens

Academic freedom and equity

Richard Moon

Anver Saloojee

David Schneiderman

Academic freedom and the law

Leslie Green

Jamie Cameron

Angela Regnier

**Academic freedom and
the growth of university-industry
collaborations**

Sheldon Krinsky

Risa Lieberwitz

James Turk

THE LIMITS OF ACADEMIC FREEDOM

1–3 February 2013 // Novotel **Toronto** Centre
crowefoundation.ca/conferences/2013